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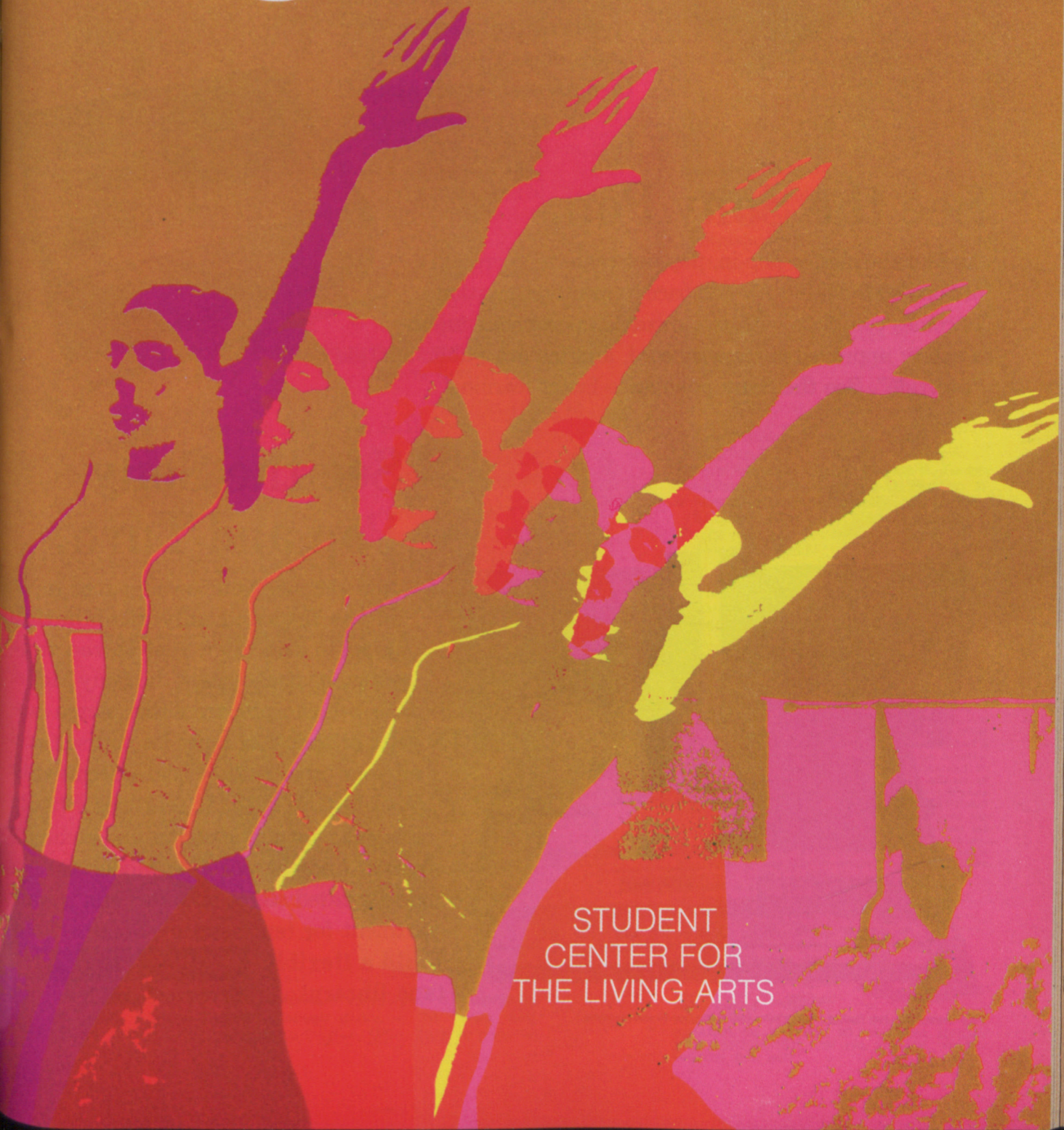
Today's Education



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Today's Education

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Volume 59, Number 8, November 1970

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Our November cover girl is expressing herself through dance in the Living Arts program in Dayton, Ohio. Turn to page 30.

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BOOKSHELF

1969 CHILDREN'S BOOKS OF INTERNATIONAL INTEREST

☐ *These books represent the work of authors and illustrators who have made a genuine contribution to literature for children and young people. The variety of fiction and nonfiction in the list reflects current interests among American children and, it is hoped, among their contemporaries in other countries.*

Members of the Children's Services Division Subcommittee of the International Relations Committee, American Library Association, selected the books. The committee included Sara Innis Fenwick, Graduate Library School, University of Chicago, chairman; Gail Sage, Brooklyn (New York) Public Library; Sandra J. Stroner, Evanston (Illinois) Public Library; Della Thomas, Oklahoma State University, Stillwater; Isabel Wilner, Lida Lee Tall School, Baltimore; with Virginia Haviland, Children's Book Section, Library of Congress, and Anne Pellowski, U.S. Committee for UNICEF, as consultants.

Starred books are those the American Library Association suggested be given top consideration. Teachers wishing to obtain another copy (one free copy) of this book list may do so by writing the Children's Services Division, American Library Association, 50 East Huron Street, Chicago 60611.

PICTURE BOOKS

How, Hippo. Marcia Brown. Illus. by author, a former Caldecott Award winner. After little Hippo's tail is caught by a crocodile, he expresses his fright in various "how" sounds. Scribner. 29 pp. $3.50. Ages 3-5.

Wolfie. Janet Chenery. Illus. by Marc Simont. Two boys and their pesty younger sister try to care for a spider named Wolfie. Harper. 64 pp. $2.50. Ages 6-8.

In School: Learning in Four Languages. Esther Hautzig. Illus. by Nonny Hogrogian, former winner of a Caldecott Award. The book's brief text about school life is in English, with the important words of the text given in four languages: Russian, Spanish, French, and English. Macmillan. Unpaged. $4.95. Ages 5-8.

Best Friends for Frances. Russell Hoban. Illus. by Lillian Hoban. After Frances, a very human young badger, rejects her sister, she finds herself rejected in turn by the organizer of a no-girls baseball game. Harper. 31 pp. $2.95. Ages 5-7.

***Goggles.** Ezra Jack Keats. Illus. by author. A pair of motorcycle goggles, found by two young boys, and wanted by older ones, are finally restored to their rightful owner after a chase through the city. Macmillan. 32 pp. $3.95. Ages 5-7.

Alexander and the Wind-Up Mouse. Leo Lionni. Illus. by author. A purple pebble and a lizard's magic change a wind-up mouse into a real one. Pantheon. 29 pp. $3.95. Ages 4-6.

It's Magic. Robert Lopshire. Illus. by author. Tad's tricks are pictured so clearly, written so simply, and employ such everyday objects that the beginning reader can hurry out and amaze his friends. Macmillan. 30 pp. $3.95. Ages 7-9.

Broderick. Edward Ormondroyd. Illus. by John Larrecq. Broderick, a young mouse with a passion for literature, resolved to emulate Anatole and other worthy heroes by making a name for himself. How he made his dream of becoming an accomplished surfer come true makes a story as amusing as the illustrations. Parnassus. 32 pp. $3.50. Ages 5-9.

Popcorn and Ma Goodness. Edna M. Preston. Illus. by Robert Andrew Parker. This book has a rhyming text in folk-game style. Viking. 30 pp. $4.50. Ages 4-7.

And It Rained. Ellen Raskin. Illus. by author. Zany logic solves the problem of how to conduct a tea party for the Pig, Potto, and the Parrot—in a tropical downpour. Humor is conveyed in vivid color by this versatile young author-artist. Atheneum. Unpaged. $3.75. Ages 5-8.

***Rain Rain Rivers.** Uri Shulevitz. Illus. by author. The author-artist uses a simple evocative text and exquisite selective detail to depict the effect of rain in all its forms and moods—from the first patter on the pane to the exuberance of barefoot-splashing in puddles. Farrar. Unpaged. $4.50. Ages 4-7.

***Sylvester and the Magic Pebble.** William Steig. Illus. by author. Startled into an involuntary wish while holding a magic pebble, young donkey Sylvester finds himself immobilized in the form of a stone until love extricates him. Simon. Unpaged. $4.95. Ages 4-8.

Stevie. John Steptoe. Illus. by author. A young black boy resents the child his mother is caring for, but feels regretful when the child no longer appears. Illustrations are bold, original. Harper. 22 pp. $3.50. Ages 5-7.

Anatole and the Thirty Thieves. Eve Titus. Illus. by Paul Galdone. Anatole's back—this time chasing cheese thieves.

(*Continued on page* 10)

Over 62 Million Persons Involved in Education in the United States

180 Teacher Strikes in 1969-70, NEA Research Report Shows

Schools May Get U.S. Materials, Surplus from Southeast Asia

Federal Regulations Require Equal Spending for Poor-Area Schools

Massachusetts To Require Provision of Lunch for All School Children

Maryland Court Rules Flag Salute Requirement Unconstitutional

NEWS AND TRENDS

Over 62 Million Persons Involved in Education in the United States

More than one-third of the nation's population—over 62 million students, teachers, and administrators—are involved in U.S. education this fall.

The annual back-to-school review of the U.S. Office of Education also states that the nation will spend an estimated $73.6 billion on public and private education during the 1970-71 school year. The number of students in the country's schools and colleges is expected to be at an all-time high of 59.2 million.

The largest percentage increase in enrollment over last year is expected in higher education. The enrollment of degree-credit students in colleges and universities is expected to increase from 7.3 to 7.6 million.

Elementary school enrollments (kindergarten through grade 8) are an exception to the upward trend. A small decrease, from 36.9 million to 36.8 million, is expected.

180 Teacher Strikes in 1969-70, NEA Research Report Shows

More teacher strikes took place during the 1969-70 school year than in any preceding year. A total of 180 teacher strikes—an increase of 37 percent over the prior year—occurred last year, according to an NEA Research Division report. The strikes took place in 26 states and in the District of Columbia and involved about 911,000 man-days of instruction (the number of personnel on strike times the number of days of the strike).

The Los Angeles strike last spring—lasting 23 days—was the longest of the year and accounted for a large percentage of the man-days lost. Michigan had the greatest number of teacher strikes—43.

Schools May Get U.S. Materials, Surplus from Southeast Asia

Troop reductions in Southeast Asia have led to government surpluses, and the schools are in line to get some of the leftovers, such as typewriters, cafeteria equipment, and desks.

The U.S. General Services Administration announced recently that federal agencies have first choice of the materials, but schools, colleges, hospitals, and civil defense agencies may also apply for the government-donated supplies.

Brochures describing the program for educational institutions and a special program for science education, and a directory of state-agency distribution centers may be obtained from Office of Surplus Property Utilization, Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, DC 20201.

Federal Regulations Require Equal Spending for Poor-Area Schools

Title I money—more than $1 billion a year under the Elementary and Secondary Education Act—will be given only to districts that do not discriminate against pupils in poor neighborhoods. This new federal rule was issued this fall, but Congress has ruled that no funds can be cut until July 1972.

The regulations require that per-pupil expenditures in lower-income schools be at least equal to per-pupil outlays in other schools serving the same grades. Further, the rules require that pupil-teacher ratios be as low in poorer areas as in richer ones.

The regulations were issued after an assessment of Title I programs revealed that about half of educationally deprived students were not benefiting from the programs.

The assessment also revealed that some of the poorest school districts remain among those not getting the money. A report based on the assessment urges Congress to revise the 1968 spending formula so as to direct more funds into low-income districts.

Massachusetts To Require Provision of Lunch for All School Children

By 1973, all schools in Massachusetts, public and private, will be required by law to serve lunch. Under the legislation, all needy children will receive their lunches free. Massachusetts is the first state to require its schools to serve lunches.

Maryland Court Rules Flag Salute Requirement Unconstitutional

A Maryland county circuit court judge has ruled that the state's mandatory school flag salute law violates constitutional guarantees of free speech.

The law, enacted by the 1970 Maryland general assembly and signed into law by the governor, would require all students and teachers in Maryland's public schools to begin each day with a pledge of allegiance to the American flag. Teachers and students could be excused only for religious reasons.

Appeals have been filed by the

13 Percent of Adults in America Read Below "Survival" Level

Students Don't Disrupt Vocational Schools, Association Says

School Principals' Salaries Shown in New NEA Research Study

Carnegie Report Charges Schools with Oppressive Inadequacy

Number of Incendiary School Fires Increases 22 Percent in One Year

Most Students Willing To Give One Year to Nation's Problems

French Decide To Spend More on Education than on Defense

county school board and by Maryland's attorney general.

13 Percent of Adults in America Read Below "Survival" Level

Some 18.5 million adult Americans read below normal survival level—so poorly they can hardly fill out an application for a bank loan, get a driver's license, or seek welfare aid or Medicare.

This number—about 13 percent of Americans 16 years and older—was projected from a survey taken by Louis Harris and Associates.

The level of relative illiteracy was directly related to income, race, and age, with poorer persons, members of minorities, and older people showing a lesser ability to read.

Students Don't Disrupt Vocational Schools, Association Says

Student disruptions don't occur in vocational schools, a survey shows.

The American Vocational Association reports that it "could not find a single one that has had any disruption of classes or violence." The Association laid the findings to the fact that students in vocational schools are too busy learning job skills to get into trouble.

School Principals' Salaries Shown in New NEA Research Study

The average maximum scheduled salary for senior high school principals during 1969-70 was $18,403; for junior high school principals, $17,281; and for elementary school principals, $16,198, according to a study by the NEA Research Division of school systems enrolling 12,000 or more pupils.

Highest average maximum scheduled salaries go to principals in the Middle Atlantic states, with an average of $20,954 for senior high, $19,902 for junior high, and $18,562 for elementary school principals. The Southeast and Southwest were the lowest paying regions. A senior high principal in the Southeast had an average maximum scheduled salary of $14,890; a junior high principal, $14,436; and an elementary school principal, $13,703. In the Southwest, a senior high principal's average maximum scheduled salary was $15,112; a junior high principal's $13,689; and an elementary principal's $13,126.

Carnegie Report Charges Schools with Oppressive Inadequacy

A report commissioned by the Carnegie Corporation has charged that the U.S. public schools fail to educate children adequately. The report, based on a three-and-a-half year study, further declares that the schools are oppressive and joyless.

Written by Charles E. Silberman and published by Random House, the report is titled "Crisis in the Classroom." It recommends changes to make classrooms more informal and to aid the teacher in improving education.

TODAY'S EDUCATION will probably include excerpts from the report in a future issue.

Number of Incendiary School Fires Increases 22 Percent in One Year

Ten of the 18 fires in public schools and colleges last year were of incendiary origin, a jump of 22 percent over the previous year, according to the National Fire Protection Association. Public school property lost through major fires cost taxpayers $10,869,000 in 1969—about half as much as in 1968. Most costly was a $3,950,000 incendiary fire which destroyed the main classroom building of Southern Illinois University last June.

Four fires in private schools and colleges added $1,977,000 to U.S. educational facilities destroyed by fires last year.

Most Students Willing To Give One Year to Nation's Problems

Most high school students would be willing to devote one year of their lives to work on problems of pollution, poverty, race, and education. According to a nationwide survey of 2,000 high schoolers made by Purdue Opinion Panel, 91 percent of the students would be willing to defer their personal interests for a year to work on such problems.

French Decide To Spend More on Education than on Defense

For the first time in French history, the national budget for education exceeds that for defense. The 1971 budget has earmarked the equivalent of $5.4 billion for education, $5.24 billion for defense.

Names in the News

Sidney P. Marland, Jr., has been nominated by President Nixon for U.S. Commissioner of Education. James E. Allen, Jr., was dismissed from the post in June. Allen was also Assistant Secretary of Health, Education, and Welfare, a post that remains vacant.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.

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This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

Academic Revolution

I looked for the tongue which should have been in Wallace B. Graves' cheek, but I did not find it after reading his "Strategies for a Real Academic Revolution" (September). His advice to a freshman class that they consider themselves as well qualified as their professors to handle classes reveals the low value he ascribes to training and experience of faculty members.

I wonder why he didn't give those freshmen the best advice of all: Rather than demeaning themselves with such mundane tasks as take-overs of college classes, why not start at the top—walk into President Graves' office and offer to take over his job?

—Richard C. Keller, *professor of history, Millersville (Pennsylvania) State College.*

Young Student Councils

I was happy to see the article, "Student Council, Elementary Style" (September). We have organized a group and would like to hear from other schools that have councils. We'd like to share and exchange ideas, opening up a line of friendship between schools. May we hear from such councils?

—Anita Anderson, *librarian and student council director, Canby (Minnesota) Elementary School.*

Cure for Big Talkers

Teachers who haven't tried your "Interaction Briefs" may be interested to know how I discovered their usefulness. As a student teacher, I had a young eighth grader who talked incessantly—to others and to me. Concerned about the welfare of the group, I presented the problem to my adviser at Cornell, who suggested this cure—an adaptation of an Interaction Brief procedure: Send the talkative youngster to the back of the room for a few days with a seating chart and instructions to monitor classroom discussions.

I decided to try this plan. I asked the boy to categorize all contributions into questions, answers, and comments. I also provided space on the chart for the teacher.

The most important learning, as is often the case, was my own. The boy's report to the class showed that I dominated the discussion. The young man, when asked why he thought I'd given him this task, admitted he talked too much and said he'd learned the value of listening. After this experience, his behavior in class improved considerably and permanently.

—Ann J. Nixon, *social studies teacher, Dewitt Junior High School, Ithaca, New York.*

Overseas Readers

Thanks to you, we have sent names of foreign educators to some 500 NEA members who expressed interest in mailing their copies of TODAY'S EDUCATION to teachers in other countries.

Since we have many more names of foreign educators, will you again suggest to readers that they might want to obtain names and addresses from us? We think it's an effective program, but we would like to know what kind of response NEA members have had from JOURNAL recipients abroad.

—Richard D. Childs, *special assistant, Committee on International Relations, NEA.*

Classroom Controversy

"What's Troubling High School Students" (September) prompts two reactions. I do not discuss all controversial subjects in my classroom because my school board did not hire me as an expert in these fields. The day when plumbers start performing major surgery and mechanics give legal advice, I will feel free to discuss medical and sociological problems publicly and authoritatively.

Secondly, I resent any assumption that I can only disagree with someone because I am uninformed or do not understand. I have heard many statements from youth which I do understand but cannot accept.

—Dorothy L. Werner, *special education teacher, New Cumberland (Pennsylvania) Junior High School.*

Piggyback Homework

I am not a teacher, but I enjoyed the article "Homework That Works" (September) by Edith Shannon. As the mother of two boys, 14 and 11, I find her solution unique and worthwhile. Any approach that makes homework more inviting is a boon to both students and parents.

—Isabel Robinson, *Spotswood, New Jersey.*

In Edith Shannon's piggyback homework system, the student who is otherwise a nonparticipator commits himself to at least minimal participation (thus perhaps fostering a sense of allegiance) and uses satisfactory peer efforts as an achievement model. Both applications are positive, keeping the teacher in contact with the student in a way that at least provides a foundation on which to build.

—Bernard J. Freitag, *German teacher, Council Rock High School, Newtown, Pennsylvania.*

I agree with Edith Shannon: Imitation is a valid learning process. Her article on homework contained some practical suggestions. I especially liked the idea of students' helping each other—an effort that would tend to build feelings of success instead of failure. Also, the activity might help a student to become motivated to do his own homework after a few experiences with copying.

The personal interaction appears to me to be a healthy, productive activity; the openness and honesty generated eliminates any question of cheating.

—Dorothy McIver, *science teacher, Sierra Vista (Arizona) Junior High School.*

Our teachers' meeting today was brightened by the discussion of "Piggyback Homework." I have no idea whether any of the teachers had read it prior to the meeting, but I am certain some did afterward.

The idea is extremely clever. Surely the author can now figure out a similar method for poor administrators, assisting them in turning into a "piggyback concept" some of the practices we've previously viewed suspiciously. This might lower our blood pressure, too.

—R. L. Ohlsen, Jr., *superintendent, Kan-*

COMING

An article dealing with many of the complex family relationships to be found within schools and school systems—among and between students, teachers, administrators, and board members

A special feature on what educational institutions are doing, or can do, about environmental pollution

A report on the program that is enabling schools in San Antonio, Texas, to get great results in educating non-English-speaking students

An informal question-and-answer session about mathematics teaching, past and present

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sas State School for the Visually Handicapped, Kansas City.

What purpose is served if a student copies an assignment he doesn't understand; what magic brings comprehension? Cheating may be better! At least, the student is not deceived; he knows who did the work.

The primary argument for the piggyback system seems to be that it's easier on the teacher. I'm all for easier ways if they work for the student—if they teach. But imitation requires the active involvement of the imitator; mere reproduction is not learning. If it were, typesetters would be the most learned of all men, or, using the scoring system of the piggyback idea, three-quarters learned.

We had the silent generation, and now we have the protest generation. What next, the piggyback generation?

—John A. Neville, *geography teacher, Nathaniel White Middle School, Cromwell, Connecticut.*

Voting '70

How may I obtain copies of "Voting in 1970" (September)? My teachers would like copies to use with students.

—Elizabeth Forte, head, *Social Studies Department, Belleville (New Jersey) Junior High School.*

◆ *We do not have reprints of this article. However, we're happy to give teachers permission to duplicate the material. We ask only that you give credit to Mrs. Fisher and to* TODAY'S EDUCATION.

An Invitation

JOB OFFER: Come to Florida, Kendrick Wronski! ("The Teacher I Want To Be," September). We want to keep our school district filled with teachers like the kind you plan to be and described so beautifully.

—Joanne Ragans, *principal, Arlington Annex Elementary School, Jacksonville, Florida.*

For Kids

I appreciate the NEA's efforts in the field of education, its support of those of us who have chosen to work with and for children rather than to make refrigerators, TV tubes, or bombs, and your gathering-together of information to help us.

I have watched with interest the transition of the NEA from being a "pure" professional club to being, on occasion, a rather militant semiunion. I recognize the need while deploring the result. This is not a derogatory criticism; NEA saw the problem and met it head on.

Thank you again for what you have done and for what I hope you can do. Please don't think it too maudlin to admit it is being done for kids. Now that I'm about to retire at age 65, I'd hate to regret paying all those dues.

—Donn Crockett, *retired school psychologist, Madera, California.*

ILLUSTRATION CREDITS

Cover and p. 31: Dan Patterson photo; p. 14: Rod Taylor and Greg Dahlem; pp. 27, 65, 66, 67, 68, 69, 70, and 71: Chris Kuhn; p. 63: Sedgewick Archives.

TEACHER IN POLITICS

Joseph C. Bondi, Jr., assistant professor of education at the University of South Florida in Tampa, has been elected to a four-year term on the Temple Terrace City Council.

Dr. Bondi comes from a teaching family. His parents were both teachers, as are his wife and a cousin. The latter won election to the Hillsborough County School Board with the slogan: "A family that has given 150 years of teaching to Hillsborough."

Dr. Bondi, who is 34, has been teaching at the college level for five years, has served as middle school consultant to 30 school districts for the past year, and was a teacher and administrator in the public schools for six years. He is coauthor (together with Glen Hass and Kim Wiles) of *Readings in Curriculum*, and is a member of the board of directors of the Florida Association for Supervision and Curriculum Development.

—Roy E. Dwyer, *associate professor, College of Education, University of South Florida, Tampa.*

FOR YOUR INFORMATION

HELEN BAIN, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of TODAY'S EDUCATION (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000.

1971 NEA Convention: June 27-July 2, Detroit.

American Education Week—October 24-30, 1971. Theme: Help Schools Bridge the Gap.

NEA membership, May 31, 1970: 1,100,155.

NEA officers and headquarters staff: See NEA HANDBOOK pages 8-13; and inside back cover. NEA resolutions: HANDBOOK, pages 64-83.

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BOOKSHELF

(*Continued from page 2*)

His sleuthing takes him to the docks in a search for stolen goods. McGraw. 32 pp. $3.95. Ages 5-7.

Thy Friend, Obadiah. Brinton Turkle. Illus. by author. "Wherever Obadiah went, a sea gull followed him." Nantucket is the background for a story in which the basis of friendship is gently explored. Viking. Unpaged. $3.95. Ages 5-9.

***The Judge: An Untrue Tale.** Harve Zemach. Illus. by Margot Zemach. Humorous illustrations and verse tell the tale of five prisoners who beg the judge to release them because they only said what they saw. The judge refuses. Then what they saw walks in and devours the judge. Farrar. 41 pp. $4.50. Ages 5-7.

FICTION—YOUNGER CHILDREN

Bonus of Redondo. Robert Abrahams. An engaging West Indian story is narrated by a boy who has many out-of-the-ordinary adventures concerning the island of Redondo, which he dreams of ruling someday. Macmillan. 136 pp. $4.50. Ages 9-12.

***Santiago. Pura Belpre.** A child uprooted from his home in Puerto Rico tries to convince his friends in New York that he once owned a pet chicken. Warne. 31 pp. $3.95. Ages 7-9.

Trouble River. Betsy Byars. Time: early pioneer days on the Western frontier. A homemade raft carries a 12-year-old boy and his grandmother in her rocking chair down Trouble River to escape an Indian attack. Viking. 159 pp. $4.50. Ages 9-11.

McBroom's Ear. Sid Fleischman. Illus. by Kurt Werth. A tall tale about the Iowa farm where one seed of corn grew a stalk that had one marvelous, unbelievable ear. Norton. 44 pp. $4.25. Ages 8-11.

George Washington's Breakfast. Jean Fritz. A boy, with the same name as the first U.S. President, has fun researching and then eating what the Father of Our Country had for breakfast. Coward. 41 pp. $3.75. Ages 8-10.

The Moon of the Alligators. Jean Craighead George. Illus. by Adrina Zanazanian. The story recreates the cycle of nature and the alligator's particular role in the Everglades. The text is a convincing argument for the amphibian's protection. Crowell. 42 pp. $3.75. Ages 9-11.

A Girl Called Al. Constance C. Greene. Illus. by Byron Barton. The amusing, touching, and very real story of two girls in a city apartment house and their friend, the building superintendent. Viking. 127 pp. $3.95. Ages 9-12.

Nobody's Cat. Miska Miles. Two days and two nights in the dangerous life of a tough alley cat are the basis for this lively tale. Little. 43 pp. $3.75. Ages 8-9.

Granny and the Indians. Peggy Parish. Illus. by Brinton Turkle. Incorrigible Granny Guntry taxes the resourcefulness of the Indians on whose territory she poaches. Spirited color drawings match the humor of the text. Macmillan. 40 pp. $3.95. Ages 7-9.

Fly Homer Fly. Bill Peet. After Homer, a visiting farm pigeon, breaks his wing, Sparky, the Mammoth City sparrow, and his friends provide a unique rescue to get Homer back to the country. Houghton. 60 pp. $4.50. Ages 6-9.

Tucker's Countryside. George Selden. Illus. by Garth Williams. Readers of *The Cricket in Times Square* will enjoy this companion fantasy, which revolves around the same resourceful characters, transferred to a green meadow that is being threatened for take-over by a housing development. Farrar. 167 pp. $3.95. Ages 8-12.

FICTION—OLDER CHILDREN

***Sounder.** William H. Armstrong. The moving story of a coon dog and a black American sharecropper family in Virginia. Newbery Award winner for 1970. Harper. 116 pp. $3.95. Ages 12-15.

I'll Get There. It Better Be Worth the Trip. John Donovan. A sensitive portrayal of a young teen's adjustment to city living with his neurotic, recently divorced mother. A dignified treatment of a homosexual encounter with a fellow classmate adds to the poignancy of the story. Harper. 189 pp. $3.95. Ages 11-14.

Our Eddie. Sulamith Ish-Kishor. The conflicts occasioned by a tyrannical father and Eddie, his eldest son, are described in this book which offers a vivid picture of a Jewish family living in London and later emigrating to New York. Pantheon. 183 pp. $4.50. Ages 11-14.

About the B'nai Bagels. E. L. Konigsburg. The author, a former Newbery award winner, relates Mark Setzer's own story of his season as a member of a Little League baseball team, with his mother as manager and his brother as coach. Atheneum. 172 pp. $4.25. Ages 10-12.

Parveen. Anne Mehdevi. An authentic, entertaining story—written in the form of a journal by 16-year-old Parveen who leaves Chicago and her American mother for a visit to her Persian father and his family. Knopf. 181 pp. $4.50. Ages 12-16.

Peter and Veronica. Marilyn Sachs. Illus. by Louis Glanzman. A sequel to *Veronica Ganz*, this is a perceptive story of two ninth grade New Yorkers who have little in common except a friendship sorely tried by Peter's attempt to have Lutheran Veronica as a guest at his Bar

(*Continued on page 76*)

TRAVEL

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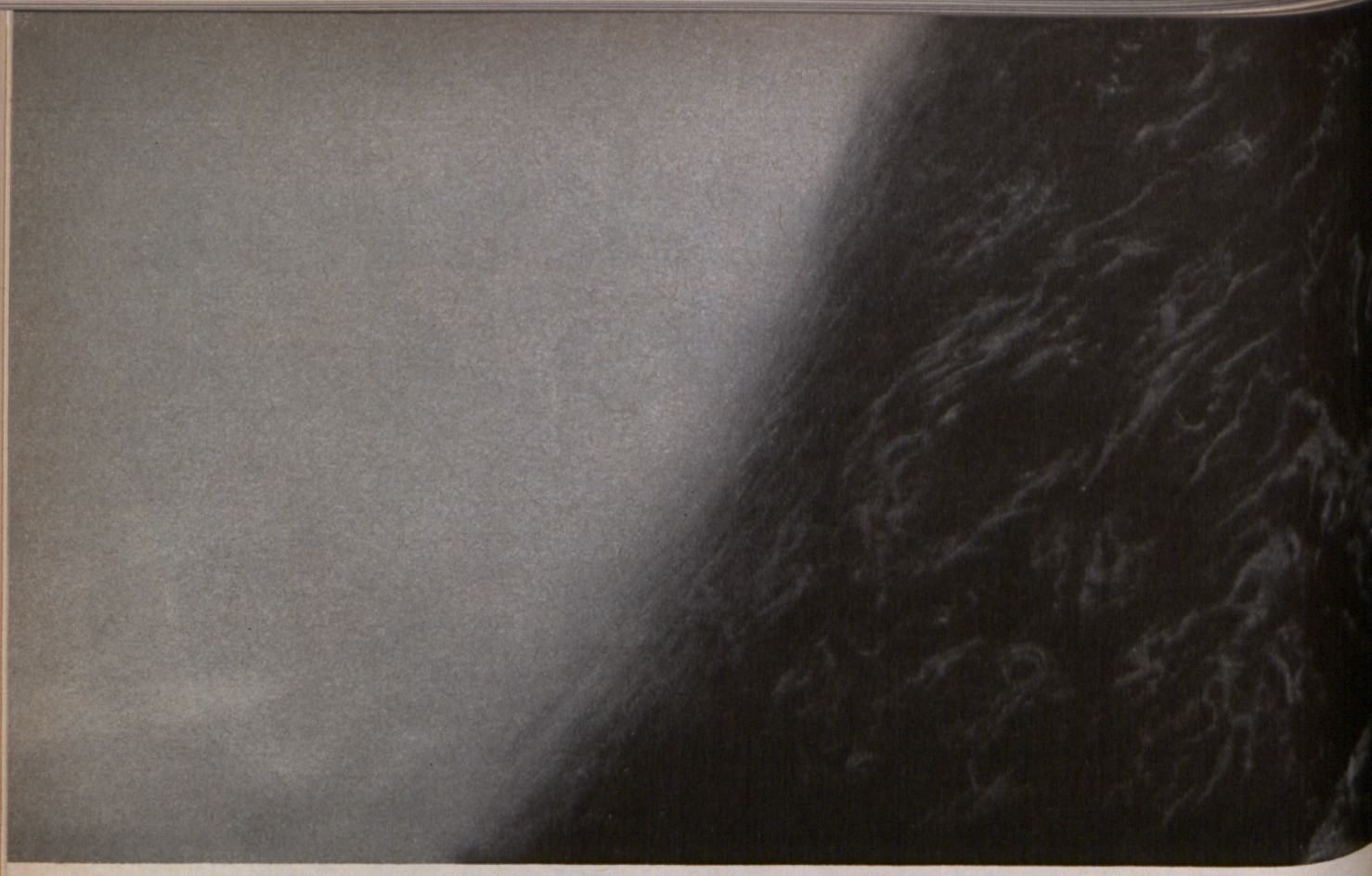
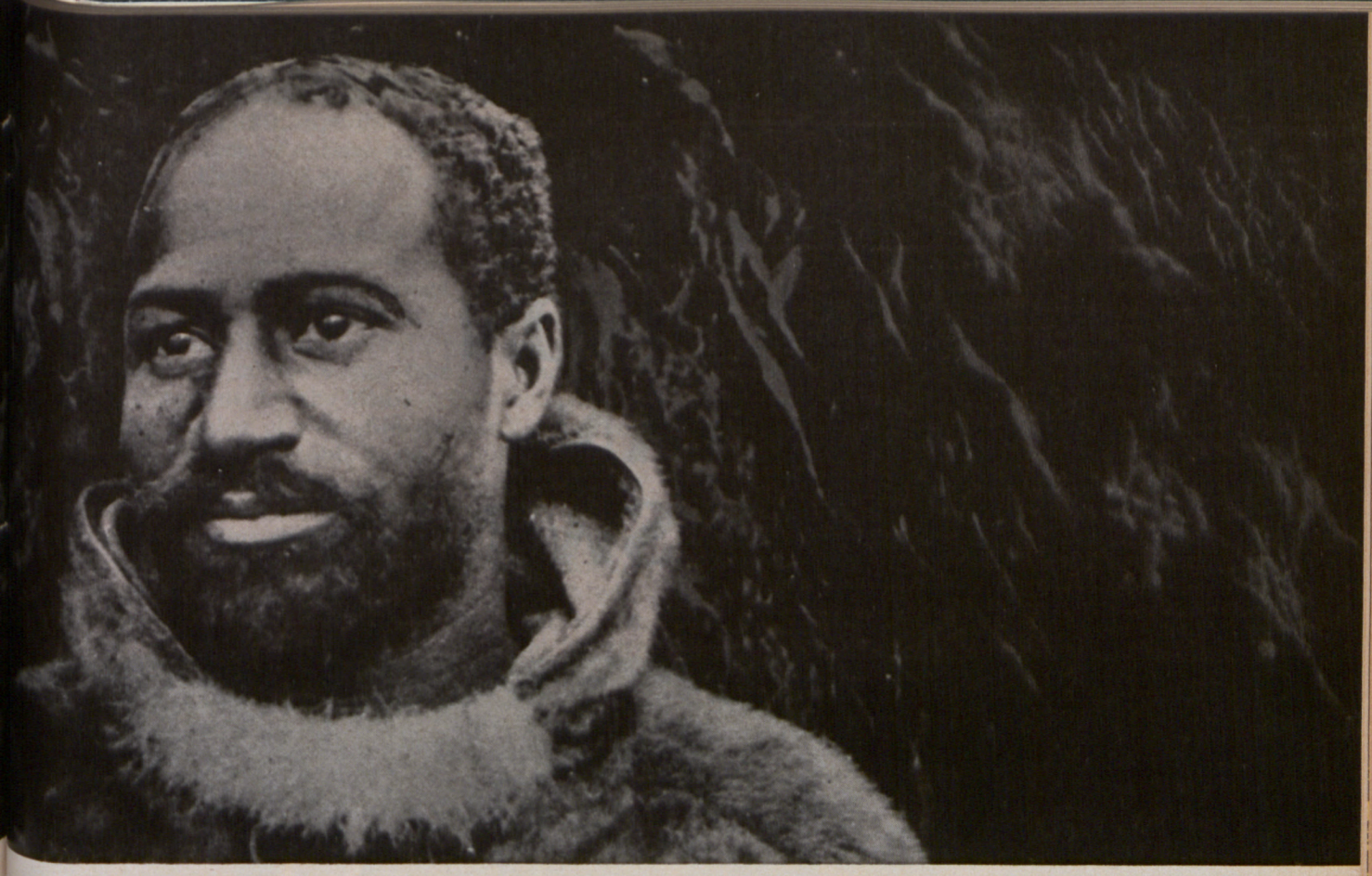


"Who was the black American

Matthew Henson was the only American to share Robert E. Peary's historic adventure in 1909. But hardly anybody knows about him. That's because black Americans don't always show up in the school books children read. This didn't stop Miss Mary Loretta Champine, supervising teacher at Albert Ives Elementary School in Detroit, from helping her students learn about Henson and others like him. She did it with a special class project that gave her entire school a fresh look at black history.

"I asked each student to write a story."

"Everybody in my class chose a famous black American to write about. Each child gathered his own information, then the class put together a program where the children read their stories to a full auditorium. Some of them even found recorded speeches, music, pictures, and anything



with Peary at the North Pole?"

else they could think of to dramatize the lives of the personalities they were talking about.

"Special booklets showed each student's work."

"Next we prepared a booklet on spirit masters, and made copies for each child to fill in. There was one page where he listed his sources of information, and one with blank picture frames where the child drew pictures of the people he learned about. Other pages had challenging crossword puzzles, fill-in questions and name-matching lessons, where the student showed his knowledge about the other black Americans featured in the program. The final page is where each student told what he learned from this experience and what he enjoyed most about it.

"I've never seen them so proud...."

"We put all the booklets on display on our bulletin board, along with photos of the students and their written program reports, where all the other children could read through them. I know this gave everybody in my class a great sense of achievement, self-confidence and brotherhood because that bulletin board held something we could all be proud of."

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THE MADISON PLAN REALLY SWINGS

ALFRED A. ARTUSO, *superintendent, and* **FRANK D. TAYLOR,** *director of special services, Santa Monica (California) Unified School District;* **FRANK M. HEWETT,** *associate professor of education and psychiatry, University of California, Los Angeles.*

□ **"The Madison Plan really swings," wrote a young** Santa Monica teacher at the bottom of an evaluation sheet last June. Her lighthearted comment describes this two-year project more aptly than any ponderously worded statement, for the Madison Plan does indeed swing in a number of ways. Simply stated, the basic goal of the Plan is to enable as many children as possible who have a wide range of handicaps to swing into regular classrooms—on a part-time or even a full-time basis as functioning students.

This is the stated objective of special education classes in general. In practice, however, when educable mentally retarded or emotionally handicapped children, or children with hearing or visual impairment are placed in special classrooms, the doors shut behind them and seldom swing open again during the entire school careers of such young people.

In an effort to keep these doors and those of the regular classrooms swinging free, the authors of the following article set themselves the task of devising an educational model that would prepare exceptional children to function more successfully in normal classrooms. Furthermore, they sought to find the kind of intense remediation that would remove learning deficits and modify behavior patterns not only quickly but also inexpensively.

Although the developers of the Madison Plan make no claim that it has performed miracles, they have obviously provided a successful structure that offers many exciting possibilities for the handicapped child. In fact, a JOURNAL editor who spent considerable time as an unannounced observer in several classrooms in Santa Monica's Madison Elementary School came away feeling that she had witnessed a number of small miracles in the making.

The field of special education is currently considering various options that might offer the best of both special and regular classroom worlds to children who are classified as educable mentally retarded or emotionally disturbed, or who have auditory or visual handicaps.

The Madison School Plan is the option we have been concentrating on in the Santa Monica, California, school system. It is based on several years of success with an engineered classroom design that we developed in 1966 for educationally handicapped children (California's classification for children with emotional and behavior problems and/or learning disabilities). The Plan attempts to introduce and make practical the concept of "swinging doors" on both special and regular classrooms. In addition, it aims at organizing a single educational program for all exceptional children (excluding the severely mentally retarded and the orthopedically handicapped) in which as many children as possible are viewed as being on their way toward partial or full-time regular classroom assignment.

With support from the California State Department of Education through Title VI funding and the assistance of Herbert Quay, Temple University, Philadelphia, the Madison Plan has been evolving since 1968. Its philosophy is as follows:

All exceptional children are first and foremost learners and, handicapped individuals only secondarily. It is not what the child *cannot* do that is central to his receiving the best education possible but what he *can* do, even though this may be minimal, particularly at first. In addition, we believe that some experience in the regular classroom is important and valuable for many exceptional children, provided that they are prepared for the experience and supported during their stay there.

In determining what it takes to succeed in a regular classroom, the Madison Plan considers four major areas of competence: (a) the child's preacademic skills, (b) his academic skills, (c) his ability to learn in traditional classroom instructional settings, and (d) the degree to which he reacts to classroom incentives, such as the satisfaction of acquiring knowledge or receiving recognition and praise.

Preacademic skills include the child's ability to pay attention, start work, follow task directions, respond verbally, do what he is told in class, and get along with others. In addition, adequacy in motor coordination and the ability to see, hear, and perceive accurately play a large part in being successful at a preacademic level as well as in a regular classroom. Academic skills relate, of course, to arithmetic, language arts, and other subject matter areas.

The Madison Plan philosophy holds that most exceptional children are always able to accomplish some of the tasks associated with these four areas of competence. (This view calls for teachers whose minds readily swing open to the idea that every child has untapped potential.) The relative readiness or unreadiness of all such children to function full time in a regular classroom is determined by the answers their teachers give to 34 questions, such as the following: Is he a nonreader? Is his vocabulary and oral expression primitive or inappropriate? Does he work harder to improve and succeed when given praise from a teacher?

On the basis of the teacher responses to this so-called Placement Inventory, each child receives a weighted score, which largely determines his initial placement in Preacademic I, Preacademic II, Academic I, or Academic II. (At all these levels, children with visual and auditory handicaps receive special resource help in Brailling and language; and those who need it, perceptual-motor and speech training.)

The Preacademic I level makes the fewest demands on the child and provides the strongest support for helping him improve in his behavior and learning. It emphasizes the preacademic skills listed earlier and deemphasizes academic instruction. Under the supervision of a teacher and classroom aide, eight to ten children work individually at large tables or in study

booths. There is no group instruction, and all work is individually assigned. The room has intriguing interest centers and special open-ended materials for building preacademic as well as academic skills.

Because exceptional children have experienced repeated frustration and failure in school, many of them do not respond to the usual incentives of gaining knowledge, skill, and grades. Indeed, some are unresponsive to praise, particularly at first. The Preacademic I setting therefore uses a system of check marks on a card that, when filled, can be exchanged for candy, trinkets, or free-choice activity time.

Each child carries around a Work Record Card on which there are many ruled squares or boxes. Every 20 minutes the teacher or aide puts checks on the card that indicate how well the child has worked in relation to his assigned task or tasks and how well he has behaved according to classroom standards. The teacher gives the child every check mark possible and calls attention to all the strengths that have been demonstrated ("You stayed in your seat during the entire lesson"). The teacher may also explain why some checks are being withheld for the previous 20-minute period ("You forgot to raise your hand when you wanted help").

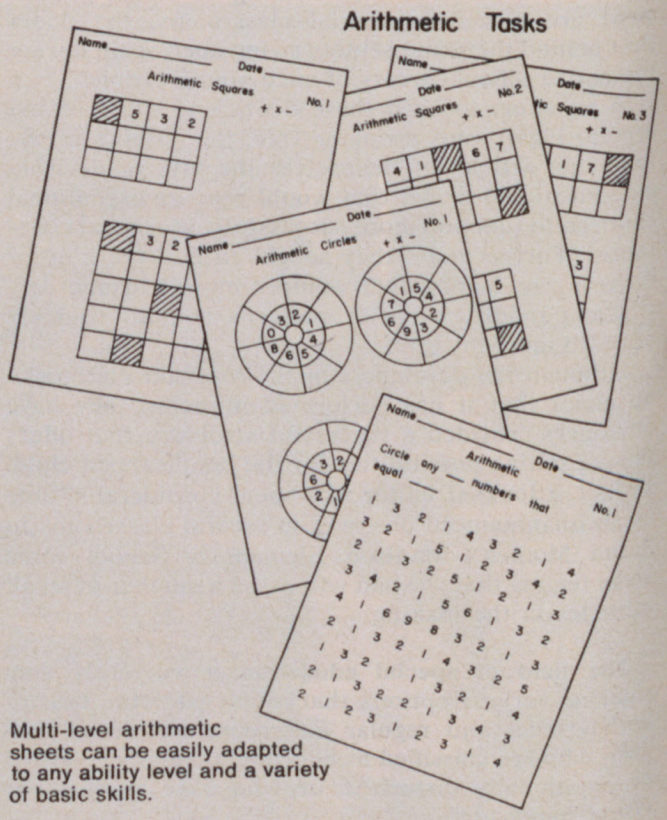
The Preacademic II level expects more of the children in terms of preacademic and academic skills. The instructional setting shifts from one that emphasizes individualized, independent assignments to one in which six to eight children work with a teacher or an aide on group lessons. Stress on such preacademic skills as paying attention and following directions gives way to intensive remedial academic work. However, taking part verbally in a group lesson and "getting along with others" are preacademic skills that continue to be stressed. The check mark system used in Preacademic I is still in effect, but candy and toys are no longer available as exchange items and free-choice activity time is the only reward.

The Academic I level provides a simulated regular classroom experience, with the teacher in front of the class teaching 16 to 18 children who are seated at desks or tables arranged like those in a regular classroom. The pupils do remedial academic work, often using regular curriculum materials instead of individualized lessons. A numerical grading system replaces the check mark system, but each hour the children receive ratings in areas of effort, quality of work, and citizenship.

Academic II is the designation for the regular classroom, and all children working at Preacademic II and Academic I levels spend some time in this setting. Teachers in these regular classrooms who have children assigned to the Learning Center on a part-time basis give them daily ratings similar to those in Academic I.

In the Madison Plan, we disregard the type of exceptionality (i.e., emotionally disturbed, deaf) when we assign a child to a level in the Learning Center. We consider each child in terms of which level will best suit his needs, and from his first moment in the program we think of him as being somewhere along the readiness road on the way to successful functioning in a regular classroom. Instead of labeling the child, we label the learning environments (e.g., Preacademic I) and assign the child work at whatever level or levels promise to build on his strengths and compensate for his weaknesses.

We do not exert arbitrary pressure to get all exceptional children into the regular classroom and we believe that both the special and regular classrooms must have swinging doors. Perhaps because of this, teachers in the regular classroom are wonderfully cooperative. They rejoice at the progress these youngsters make and often are the ones to urge that a particular child is ready to spend more time in the regular classroom. They know that whenever a given level proves too taxing for a child, he can "swing back" to a less demanding situation.



Multi-level arithmetic sheets can be easily adapted to any ability level and a variety of basic skills.

Some exceptional children may spend most of their school careers in a Preacademic I setting, but the Madison Plan always provides the option for them to move to another level when and if they are ready.

Physical facilities within which the Madison Plan operates include two classrooms back to back with an inside door connecting them. The Preacademic I setting is in one room, while Preacademic II and Academic I share the other room but are separated by cabinets or a partition. The two rooms are known as the Learning Center.

The Plan utilizes the services of two teachers and

two aides who work with some 30 to 36 children, depending on how many of the children are spending part time in the Academic II setting (the regular classroom). After a short period of training with us, young graduates of regular teacher institutions are usually able to do a fine job in special education. We try to anticipate the problems they may run into and prepare them to deal with them. In the matter of discipline, for example, we provide them with a list of six possible steps: moving a pupil to a study booth, changing his task, verbally restructuring class expectations, reassigning the pupil to an activity center, giving him individual tutoring, or placing him outside the classroom for a brief "time-out" period.

Once the program is well under way, additional children may be assigned work in the Learning Center during periods when pupils who are usually assigned there are in the regular classroom. In this way, children who have borderline behavioral and/or learning problems may use and benefit from the approach and facilities of the Madison Plan.

Thus, the Learning Center can become a total school resource that offers services impossible to provide in the framework of a traditional self-contained special class. (We also envision the possibility of having gifted children use the Learning Center for enrichment in content areas such as science, reading, and arithmetic using individualized and unique, open-ended materials not always found in the regular classroom. The Madison Plan ultimately aims at making the Learning Center a place where any child may go for activities and experiences that are not always possible or practical in every regular classroom.)

The actual schedule of the Madison Plan provides intensive reading, written language, and arithmetic experiences in the morning in all settings, as well as preacademic emphasis in Preacademic I and II. Because most of the children first come to the Center with a strong dislike of school, we have tried hard to make activities there as different as possible from those they have previously experienced.

For example, instead of giving arithmetic exercises, such as $6 \times 1 =$, $6 \times 2 =$, the Center uses work sheets, such as those shown on page 16, which teach the children in an enjoyable way. In order to prevent frustration and to make reading as pleasurable as possible, the teachers supply any words that give children difficulty during reading. Teachers use many individualized materials and emphasize reading and written language through the use of a modified Fernald story-writing approach.

Children in the Learning Center have recesses and lunch with the rest of the school. Some children spend only the morning hours in the program and go home before lunch; some spend some time in a regular classroom (Academic II) during the morning. In the afternoon, some stay in the Learning Center for a social studies program, and some move into Academic II for social studies, physical education, or music and art activities.

In order to decide when a given child is a candidate for partial or increased assignment to another level of the four settings in the Madison Plan, we have formulated a quantitative numerical rating system. This system focuses on how well the child handles work assignments and how well he measures up to acceptable standards for doing what he is told or "following rules" *in the assigned setting.* (What is acceptable in Preacademic I might not be marked acceptable at another level.)

At the end of each week, an average rating is computed for the five-day period. As the weeks go by, these ratings are graphed for each child and provide a direct reference for the staff in considering reassignment. Learning Center teachers also record academic progress each week. We have found that once the child is paying attention, trying and working, following directions, and getting along with others, he often falls within the range of academic differences for which the regular classroom teacher is prepared and willing to provide.

We have been tremendously encouraged by the results of the two-year program because about 80 percent of the 62 children involved have now returned to regular classes on a part-time or full-time basis. This gives us deep satisfaction when we remember that when some of these children came to us they were so disruptive that it was an achievement to have them sit quietly in a chair for two minutes, while others were so withdrawn that our first triumph came when they responded to a question with a yes or no.

We were particularly pleased with the progress made by Rosa, an 11-year-old who had been classified as educable mentally retarded. She had been in a self-contained class for two years before entering the Madison Plan. Rosa was shy, withdrawn, and often refused even to try when simple tasks were presented. She started in the Madison Plan at the Preacademic II level, where the teacher emphasized getting her to participate orally and interact with the small group. Check marks were given her specifically in these areas.

As she began to participate more readily and progress in her academic work, Rosa was assigned to Academic I and part-time placement in a regular classroom. Her rapid improvement in all areas led the regular classroom teacher to request that she be placed full-time in the class, and during the last half of the semester she was a regular class student and had essentially lost her label of mental retardation.

This school year we are expanding the Plan to include five additional schools in Santa Monica. Meanwhile, national interest is becoming so intense that some people envision the possibility that the Madison Plan may be the answer for many school districts around the country that cannot afford to have programs for the handicapped staffed by six or more special teachers.

Our greatest hope is that the Madison School Plan may help many exceptional children to fully realize their true learning potential and become happy, productive citizens in our society. □

KWAN-HI

BARBARA B. ROBINSON, *English teacher, Roosevelt High School, Honolulu.*

□ **February—and my afternoon English class was** still jittery. What's more, they'd been this way ever since Kwan-Hi's arrival way back in December.

At the beginning of the school year, of course, I'd expected the usual problems. Take an assortment of kids—Portuguese, Japanese, Scotch, German, Filipino, Chinese, Hawaiian, Korean, Catholic, Buddhist, Methodist, Mormon, surfers, pot heads, Girl Scouts (just to mention a few)—and wouldn't you expect trouble?

Instead, surprisingly, we became a cozy family. Then came Kwan-Hi and tension! And I couldn't say why.

Did the tension arise because he'd arrived just recently from Taiwan? Not necessarily. Our other newcomers were already happily merged into this friendly group. Why all this anxiety now?

Was it the classroom itself? True, it was a makeshift affair tucked into a corner of the gym, but once we'd adjusted to the yelling and the whistles and the crashing of portable bleachers, things seemed kind of peaceful. We were away from the turmoil of the main buildings, and my students came smiling, even on rainy days, up the path through the tunnel of pink hibiscus and green ferns. Brown dogs with waggy tails snoozed on our cool cement floor; a skinny white mutt snored rhythmically under Kwan-Hi's chair. No, I couldn't blame the setting.

Was it really Kwan-Hi? Fragile, timid, cooperative, he seemed utterly harmless. Every day he wore the same shirt, starched stiff as a board and sharply ironed, with a black necktie clenched under his Adam's apple. Mondays, Wednesdays, and Fridays he hobbled about, clamped into a pair of striped trousers. Tuesdays and Thursdays he floated all awash in a huge pair of cut-off, blue serge trousers. He was proud of these. "Velly fine matilial," he informed us primly. "My uncle give."

Each noon he appeared in the doorway. "You go lunch," he'd say. "I watch ellyting." Then he'd huddle in a corner seat to read and to munch on the secret ingredients he pulled from his brown cloth bag. When the bell rang, he brought out our texts, dusted them gently with a paper towel, and opened each book to the day's assignment, before handing it to a classmate.

No one giggled as he clumped about the room at his self-appointed task of distributing books. "Welikum, welikum," he'd say to each recipient.

"Tanks, Kwanny."

"Mahalo."

"Mershy bowkoo, pal!" his classmates answered in hearty tones. Yet, always that mysterious undercurrent of unease.

This true story won the $1,000 first prize in the 1970 TODAY'S EDUCATION-Reader's Digest Foundation Teachers' Writing Competition. For the names of other winners, see page 77.

After class one afternoon, Bud Berkstressor hustled up. "All I did was make a paper airplane, and Kwanny gives me the stink eye!"

A week later Bernadette Hoopunipuni loomed up by my desk. "I jest scratch a tika-taka-toe in Ipolani's notebook, and that guy Kwanny he make giant, big scowl. For why?"

Next day it was Ipolani, quivering indignantly beside me. "Ellytime we juss tossa paypah inna rubbish he growl all kinda Chinese words at us!"

Time passed gratingly in period four, day after anxious day. Drop a book, and Kwan-Hi's accusing glare scorched the clumsy one. Giggle or chatter when I rose to talk and his teeth glittered in a silent snarl. You'd think teaching a polite class would be sheer bliss, wouldn't you? Not so. Fury smoldered in that room, under control only as long as Kwan-Hi's big-hearted classmates remained patient. And their patience was evaporating.

Then one Friday Kwan-Hi appeared in a blazing flowered shirt.

"Wow, Kwanny!"

"Hiyah. Some cool shirt!"

Kwan-Hi's prim expression relaxed in a real smile. "Lass night my birtday. My uncle give. This velly fine matilial. I wash. Not need statch. Not need ahyon. Juss hang up and quick look nice." It was the friendliest speech we'd heard from him, and his classmates crowded joyfully around to admire the gift. They held out their own shirt sleeves for him to feel.

"But yours the most bestest," Ipolani assured him.

"Yeah, dass right!" they chorused. Bernadette pulled out her ever-present ukulele and we sang "Happy Birthday." One of the dogs crooned softly. Small verboten bags of potato chips and mochi crunch appeared and were shared. All I had to donate was a box of cherry cough drops, which the students artistically arranged on a long green leaf snipped from the walkway and then passed around.

"Tank you, tank you," Kwan-Hi said.

"Welikum, welikum," they responded affectionately.

Suddenly, Bernadette's sloppy notebook splashed onto the floor and just like that—sizzling alarm! No one moved except Kwan-Hi. Squatting beside Bernadette's seat, he carefully collected her papers, one by one. The class watched like zombies. Then dear jolly Bernadette reached out her brown arm and scooped up a page. "Ah Kwanny, thass no troubles," she chuckled reassuringly. "I got plenny more." Wadding the paper into a ball, she lobbed it over two rows into the wastebasket. A good shot. Some timid applause was starting when—

"sssSSSSHAHH!" Kwan-Hi's angry hiss paralyzed us all.

"Such ignolance!" he snarled. Stamping over to the wastebasket, he snatched it up, dumped a heap of crumpled pages onto my desk, and retrieved Bernadette's paper wad. "You look this paypah!" he shrilled. Glaring at one and all, he smoothed the crumpled sheet against his chest. "In all China such paypah cannot buy! So stlong. So smooth. Lines so pefection. From old times my school save little bit. Keep safe. Use only for most impawtant. We make gentle copy with soft pencil. Teacha give back. Soft, soft we elase. Such paypah can use ten times!"

Several students inconspicuously smoothed their notebook pages, their faces sympathetic and ashamed. Kwan-Hi's voice softened. "My fatha velly fine schola. He teach me English." His eyes glinted challengingly. Nobody disagreed. Haltingly he continued. "New govament not like old style. Not like schola. Soljas come. Daytime, nighttime, anytime, soljas shoot! Shoot! We lun away. Long nights we walk. No eat. No sleep. My family, I lose. Soljas ellyplace looking. I hide in lice pond. Hide undah mud. Bleathe thlough bamboo tube. Swim undah boats. I come Taiwan. Find cousin. My uncle send message. I come Amelica! You see me here?"

His classmates nodded encouragingly.

"Amelica like heaven," he told them gravely. "Always sweet lice. So clean watah. Nighttime no soljas come. Dis school, kind to schola. Ellybody, any kind can learn. So beautiful books like free gift can use. And paypah—" Again he stopped, staring at the wrinkled page in his hand. "Amelica is like heaven," he whispered, "but you make only lubbish."

In silence the class watched Kwan-Hi clear the wastebasket and its contents from my desk and slink back to his seat. Eventually the bell rang.

I wish I could say that a miraculous economy and quiet prevailed for the rest of the year in period four. It didn't. As the jitters evaporated, the normal giggling and clatter arose again. Kwan-Hi made friends and chattered loudly and played "tika-taka-toe" with Bernadette. But in this class, books were seldom dropped, and for the rest of the year each student's assignment arrived on my desk, written out gently in soft pencil. □

GUARDING YOUR FRE

EDOM TO TEACH

□ **What are the pressing domestic concerns of Americans in the seventies?**

Even a cursory glance at the mass media, governmental commission reports, and legislative hearings reveals new emphasis on problems affecting environment, race relations, and youth. These problems are now debated everywhere—from the corridors of power to the wide expanse of the grass roots. And few would question the right of every individual to discuss these issues in a vigorous way.

What happens, however, when the classroom teacher attempts to translate the debate into meaningful learning experiences? What transpires when the teacher encourages pupils to develop skills in defining problems, setting goals, and seeking answers based upon an open assessment of facts? What occurs when an educator exercises his judgment in choice of methods and materials to be utilized in the classroom?

All these questions relate to the concept of academic freedom—the right to seek the truth, including the right to inquire about, discover, publish, and teach the truth. Long held as a cherished ideal at the college and university level, academic freedom is also the subject of legal actions on behalf of elementary and secondary educators. Here are some examples from the files of NEA's DuShane Fund.

One suit institutes legal proceedings against a school board which, it is alleged, arbitrarily refused to rehire a second grade teacher who believes her pupils must become actively involved in education. Its explanation was that she was "teaching her second grade students to protest."

Mildred Downs, who has 26 years of classroom teaching experience and impeccable ratings, maintains that letter-writing skills are important. Each year she asks her young students to write letters requesting more information or perhaps making a request. Last year, in connection with a unit on nutrition, the children decided to write to the cafeteria supervisor expressing their preference for raw, rather than cooked, carrots.

The best letter was selected—signed by all who preferred that raw carrots be served—and mailed to the supervisor. The superintendent subsequently, it is claimed, accused Mrs. Downs of "inciting rebellion" in the classroom.

The carrot incident was not the only matter mentioned by the superintendent at a school board meeting prior to official notice of nonrenewal. Reportedly, he had previously objected to Mrs. Downs' efforts to correct the school environment. A smoking incinerator which burned trash in the school yard often poured smoke into her classroom. In seeking correction of this situation, Mrs. Downs alleges she had challenged his statement that *no* school's trash was collected, and she inadvertently discovered that city policy did call for removal of trash from *junior high* and *high* schools in Conway, Arkansas. The local PTA is now arranging for such collections in the *elementary* schools.

At another time, Mrs. Downs asked her pupils to draw pictures of how they felt on a sweltering spring day. Because the school water fountain had been out of commission for some time, some of her students drew cartoons depicting children wilting like flowers.

If the nonrenewal of Mrs. Downs' contract was because she called attention to food preferences and water fountain problems and to pollution in school yards, then this raises questions as to the validity of the nonrenewal. Was she victimized for exercising free expression rights, which would seem to be constitutionally protected?

In the summer of 1968, a young, dedicated teacher named Luke Callaway enrolled in an English workshop sponsored at a Georgia college by a regional curriculum project helping to write the literature section of "Design for an English Curriculum." Its creation, Callaway says, "was and is open-ended—*a* design, not *the* design" for a flexible plan to assist teachers. A year

later, the state department of education selected Forest Park Senior High, located in a suburb of Atlanta, to develop a model program in the language arts based on that design.

Callaway contends that he and his junior and senior students were "motivated by the philosophy that any materials which extend and create maturity of insight and more effective learning in English language arts should be fully explored." First the students studied (in seminars) the works of modern writers, such as Samuel Beckett, Ralph Ellison, and T. S. Eliot—writers who make use of seemingly irrational images and the unconscious. The class then decided to view and analyze a surrealistic film classic, *An Andalusian Dog*, written and directed by Salvador Dali and Luis Buñuel. In presenting the film to his classes, Callaway was implementing a section of the "design" which prescribed films, plays, and other media.

Mr. Callaway was absent on the day the film was shown, and the substitute teacher, it is reported, complained to the principal about scenes in the movie depicting an eyeball being slit with a razor, putrefied carcasses of two donkeys, and ants crawling from a hole in a man's hand. Callaway was criticized for his selection of the film, and a week later was notified that his reappointment for the following school year would be "postponed."

Several weeks later, Callaway received a letter explaining the reasons for the postponement: using a film to illustrate surrealism; failing to follow the prescribed curriculum; and using an article from *Playboy* magazine as a teaching aid. (The article, "For Christ's Sake," which he read to classes on the day before the Christmas recess, was a critique of organized religion by Harvey Cox, a Harvard professor of religion. It should be noted that the magazine was not circulated among the students.) Callaway was also chastised for including *Black Voices*, an anthology of black literature, on his reading list. Callaway was subsequently dismissed.

During the first week he met with his history classes at Rosa Scott High School in Madison, Mississippi, Bennie G. Thompson, a bright young black teacher, asked his students to write an essay to be entitled, "What's Wrong with Mississippi?" The assignment was meant to identify student concepts of Mississippi's problems so that these ideas could later be analyzed and clarified. However, the superintendent complained that Thompson was negative in his approach.

The federal suit filed on Thompson's behalf to challenge nonrenewal of his contract alleges that he was not rehired precisely for the reasons that he exercised his rights to free speech and presented for discussion and written assignment subjects and issues which are not popular with members of the Madison County School Board and other members of the white power structure in Mississippi.

Mr. Thompson had received exemplary recommendations during his two years of teaching experience. However, he was criticized by the Madison County superintendent for his activities as an elected member of the city council of Bolton in nearby Hinds County. He was actively involved in voter registration drives and efforts to extend welfare rights and free legal services for the poor. Recently, he told a member of the DuShane Fund staff: "Any black teacher who doesn't adhere to the status quo gets ousted."

According to Keith Sterzing's department chairman, "He is an extremely competent, extremely stimulating teacher who is concerned about his students." Mr. Sterzing stressed current issues in his political science and economics classes at Dulles High School in Sugarland, Texas. In "the interest of furthering intellectual thought and depth of analysis," Sterzing would often play the devil's advocate by taking positions which were not his own on controversial contemporary issues. Mock congressional debates occurred in his classroom. One of his students attended the Student AFL-CIO Convention; two others went to a Republican fund-raising dinner with the late Senator Dirksen as guest speaker, and the entire school became involved in current events contests.

Recognizing that problems of race relations could not be ignored in any social studies course which makes an effort to treat contemporary issues, Sterzing taught a six-day unit on race and prejudice. He selected films and supplementary articles for a balanced treatment of the cultural and psychological results of racism. Topics covered included blockbusting, antisocial prejudice, the psychological effects of discrimination on children, and scientific concepts of race.

Just after Sterzing's classes took their exams on the unit, two parents complained to the administration about the materials used in the unit. Mr. Sterzing was advised to talk with these persons so as to clear up any misunderstandings. The first interview was pleasant. At the second, however, the father allegedly asserted that Sterzing was "feeding trash" to his daughter, and that he planned to do everything within his power to see to it that "you [Sterzing] are fired as soon as possible."

Sterzing received no subsequent adverse comments from school officials, but about two weeks later, without any prior notice, his contract was terminated.

Frances Ahern taught for more than ten years before she attended an NDEA summer institute, called American Liberties and Social Change, at Columbia University in 1968. Institute participants concluded that "modern education theory—especially as it relates to the teacher's sensitivity to his students and his position within the classroom—demands that the teacher use democratic methods of teaching in order to make democracy meaningful to students." They also concluded that "the use of authoritarian methods of teaching American liberties is self-defeating."

Recognizing that student participation in planning courses would provide more freedom to learn, Miss Ahern decided to engage her students in small-group activities. This type of setup, she felt, would evolve relationships among the students and with her in

which real communication would be possible.

The school system—as government—was chosen as the specific institution to be studied. In the course of the year's work, her students developed a statement of student rights and responsibilities.

In the spring, while Miss Ahern was attending a special seminar of NDEA institute participants, a substitute teacher met her classes. This teacher completed the work assigned about lawsuits and taught about completing job application forms. Miss Ahern contends that the substitute followed a traditional method of instruction and classroom management. The substitute also reportedly slapped a student who had turned around to discuss an assignment with the boy behind him.

A controversy arose after Miss Ahern subsequently expressed her concern about this situation. Prior to a student meeting to discuss the slapping incident and following the circulation of a student petition stating the rights of students and teachers not to be threatened with verbal or physical abuse or coercion, the principal suggested that Miss Ahern return to more traditional teaching methods. "Her philosophy does not fit in this school," he stated. Later Miss Ahern was suspended, then dismissed. Her contract for 1969-70 was rescinded.

These teachers will all have their day in court with the backing of the NEA DuShane Emergency Fund and most of them, with the financial support of their state and local affiliates. The Fund is providing legal expenses for federal court suits, claiming that the rights of each of these individuals under the First and Fourteenth Amendments have been violated.

Competent teachers, such as those mentioned in this article, see themselves as victims of administrative or board caprice, whose employment is often terminated for some vague reason such as "insubordination" or for "the best interests of the school system." They question the substance of such charges and ask whether their actions have been so grave as to warrant discharge or nonrenewal. Their view is that they not only have the right but also the professional responsibility to be creative and imaginative in their choice of materials and techniques.

In addition to doubting that their conduct merited any punishment at all and certainly not a penalty as severe as loss of livelihood, such teachers are bewildered when they find that they do not receive fair treatment after their situation becomes "controversial." In the examples given, the teachers failed to receive due process. Only one had a hearing of any sort before his local school board. In all of the cases, school boards omitted most of the following steps: adequate notice; specific written reasons; prior attempts to counsel the educator; a fair hearing before dismissal, including right to representation by counsel; cross-examination of witnesses; sworn testimony; and an impartial tribunal.

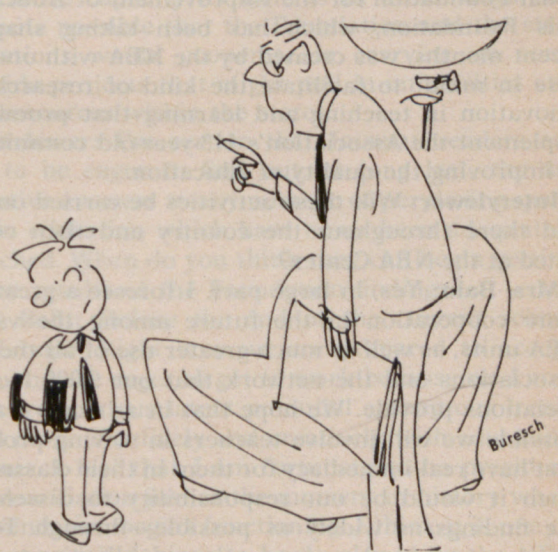
In examining what the courts have said in regard to teacher behavior, one finds that the boundaries of academic freedom have not been clearly defined. For example, a teacher may not be constitutionally prevented from presenting philosophies differing from governmental policy. The U.S. Supreme Court ruled that the Arkansas anti-evolution law is unconstitutional—that an educator may not be forced to modify classroom materials or methods to conform to the requirements of a specific religious dogma. A federal court in Massachusetts has concluded that prohibiting the assignment of a nonpornographic scholarly article which contained a "dirty" word is incongruent with academic freedom.

Other recent court decisions appear to validate academic freedom for teachers under their jurisdictions. One court directed that a teacher as a public employee has "the right not to be punished by the state or to suffer retaliation at its hand because a public employee persists in exercise of First Amendment rights." The Supreme Court has further asserted (in a case involving the right of students to wear black armbands signifying their opposition to the Vietnam war) that neither students nor teachers "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."

In another case, the Supreme Court stated that the classroom is characteristically a "marketplace of ideas." The future of the nation depends upon "leaders trained through wide exposure to that robust exchange of ideas which discovers truth out of a multitude of tongues, rather than through any kind of authoritative selection."

In the context of this ruling, the educator's distinctive role becomes one of transmitting the culture so that students may choose whether or not to change it and, if changes are needed, decide what aspects should be involved. Today's students require teachers who enliven and inspire them through exercising their professional and intellectual judgment in an environment permeated with academic freedom.

—*NEA DuShane Emergency Fund Division.*



"Now don't get smart and skip a grade. I won't be financially ready to send you to college for 13 years."

"ONE OF THE MOST EXCITING THINGS TO BE DEVELOPED BY NEA IN MANY YEARS"

NATIONAL FOUNDATION FOR THE IMPROVEMENT OF EDUCATION

AN INTERVIEW WITH HELEN BAIN, 1970-71 NEA PRESIDENT

□ **Interviewer for** TODAY'S EDUCATION: **We understand,** Mrs. Bain, that you want to tell JOURNAL readers about an important new development at NEA.

Mrs. Bain: That's right. I'm proud to be able to announce at this time the establishment of the National Foundation for the Improvement of Education. This Foundation, which has been taking shape in recent months, was created by the NEA with one purpose in mind: to facilitate the kind of research and innovation in teaching and learning that promise to implement the Association's 113-year-old commitment to improving the quality of education.

Interviewer: Will these activities be carried on here and there throughout the country and then coordinated at the NEA Center?

Mrs. Bain: Yes, in large part. I foresee a great deal more cooperation in the future among the various NEA units, as well as much greater use of all the state associations and the network that our 9,000 local associations provide. We hope that in as many ways as possible we will involve teachers in solving problems that have real immediacy for them in their classrooms. Then it would be our responsibility to disseminate the findings as widely as possible—through TODAY'S EDUCATION and the many other publications of the Association.

What we want to do, in essence, is to use the whole NEA communications network and the know-how of all our affiliates to make improvement of instruction a truly integral part of the Association program.

Interviewer: Teachers will undoubtedly welcome the chance to share research findings with teachers in other parts of the country, but how do you plan to get quality control of this research?

Mrs. Bain: This function will probably be shared by the Foundation and the instructional units at the NEA Center. The Foundation will have a professional staff of only about two people with limited clerical help. In addition to maintaining contact with sources of funding, they would set standards for study proposals, periodically evaluate the work done under the proposals, and contract with the groups or units that would do the work.

Interviewer: It sounds as though those staff people are going to have to be out of the top drawer to do all the things you've mentioned.

Mrs. Bain: Yes. That is why we are conducting a nationwide search for the director. He—or she—is going to have to be an unusual combination of fund raiser, educational administrator, and educational researcher.

Interviewer: Your mention of funding a moment ago

brings up the question of how the Foundation will be financed.

Mrs. Bain: Well, this foundation is a little different from the usual ones that just exist to spend money. Ours will have to raise the money as well as spend it. The NEA is already spending about $3 million a year for instructional improvement—channeling it through a number of different operating units. We expect to double that amount by obtaining more outside funds.

Interviewer: Do you expect to get business and industry into the act, or are you ruling them out?

Mrs. Bain: We are certainly not ruling them out. There are infinite possibilities for cooperative research efforts. We have some important industry executives on the Foundation Board of Directors—Ross D. Sackett, president of Holt, Rinehart and Winston, Inc., to cite one example. He and others of the same high caliber are serving on the Board without pay. In addition to advising us about the financial aspects of the Foundation, they will give us valuable judgments as to what projects to undertake and evaluations of public interest in certain aspects of education.

Interviewer: Do you think that the Foundation activities you have outlined will appeal to the militant teachers who feel that even more effort should be made in the field of teacher welfare?

Mrs. Bain: This will not lessen our activities in the area of welfare. Militant teachers are concerned about improving the quality of education through the improvement of instruction as well as through the improvement of teacher welfare (which helps bring the most competent young people into teaching). One of the best ways to strengthen our ability to win economic benefits is to engage in constant and visible efforts to improve the quality of instruction. The Association intends to take vigorous positions on current educational topics. Foundation research activities will enable the NEA to speak authoritatively for the profession on instructional matters and to work on the frontiers of problems that need attention.

Interviewer: How will topics for study be chosen?

Mrs. Bain: Technically, the Foundation staff will recommend topics, and the Foundation Board of Directors will decide whether to approve them. However, we feel confident that the Foundation staff is going to have such a close, cooperative relationship with the staff of all the NEA instructional units that ideas can spring from many places, including the affiliates. If individual teachers feel strongly that a certain line of study is needed, they can write to us directly or get word to us through their local association.

I want to say in this connection that I'm sure we haven't begun to take advantage of the tremendous strength—the potential—of our local associations in the improvement of instruction. For our part, we will stand ready to provide them the consultants they may need to develop sound, workable methods for carrying on action research. UniServ will play a big part in this operation.

Interviewer: This suggests to me that you envision hundreds of thousands of NEA members taking part in Foundation activities.

Mrs. Bain: The more the better. I want to emphasize here our conviction that having teachers work through their professional organizations to improve educational practices should do much toward closing the gap between research activity and actual changes in classroom behavior.

Instead of having research findings imposed on teachers, our plan is first to have the teachers choose the topics that need researching, then to help formulate the design, and finally, to participate actively in the study. We think that the chances of behavioral change will be greatly enhanced by this involvement. My feeling is that this is one of the big strengths of the Foundation.

Interviewer: What reaction do you expect from school boards when members of local associations start engaging in activities of this sort?

Mrs. Bain: We believe the reaction will be generally positive. We hope and rather expect that most of the research will be done cooperatively by the administration, the board of education, and the teachers association.

Interviewer: We've discussed how local associations will fit into the picture. Will the state associations also have a special function?

Mrs. Bain: Definitely. For example, they will encourage locals to make use of the Foundation services, and they will provide leadership within the state in a consultative capacity as well as in other ways. It's also quite possible that the Foundation and the state associations would cooperate in carrying on some statewide projects that might pull in universities and other resources within the states.

Interviewer: I'm certain that JOURNAL readers are going to be eager to find out, at long last, the authoritative answers to any number of perplexing questions in education which have never been adequately researched. When do you think they can begin getting the first results of the Foundation findings?

Mrs. Bain: Before the end of the current school year, I hope. Right now we are prepared to accept money and are eager to get to work because we know there's tremendous latent potential among our locals to deal more effectively and creatively with education problems. I feel that I am fortunate to be president of the Association just at the moment in history when this Foundation begins functioning. I think it is one of the most exciting things to be developed by the NEA in many years. □

HELEN H. BRION, *chairman, school nurse teachers*, Farmingdale (New York) School District No. 22.*

School Nurse to the Rescue

□ **With her preparation in nursing and her experience** in the school, the school nurse is able to answer the cry for help from students and staff in a multitude of ways.

"Help!" cried Mr. Dugan when one of his students suddenly began to tremble and shake.

The teacher knew that Elaine was an epileptic and that she required more than first aid. Swiftly but calmly, Mr. Dugan moved to protect Elaine from injury by placing her on the floor and guarding her movements until the spasms subsided.

As they had been previously instructed to do, the rest of the class returned to their seats while one designee assisted the teacher by getting the school nurse on the phone and telling her who was ill.

When the school nurse heard the name, she knew the girl was an epileptic and therefore called on the administrator to supervise the student's transportation by stretcher to the health office.

Once Elaine was in the health office resting comfortably, the school nurse called the child's mother to report the attack and to inquire about the mother's observations of Elaine at home, about her medication, and about her next appointment with the doctor.

As a result of the school nurse's call, the mother got in touch with her daughter's physician to tell him the duration of the attack and the teacher's and school nurse's observations. The school nurse advised Elaine's mother to keep them informed of any changes in medication or any recommendations the physician might make to help Elaine stabilize her life.

"Help!" cried Mrs. Epstein when her student, Victor, who had been bright, alert, and responsive, became drowsy, withdrawn, and temperamental. Because his attendance had been spotty recently, she asked the school nurse if Victor had been ill or under treatment.

After the nurse questioned Victor's other ninth grade teachers and found that they also had noticed a change in him, she decided to speak to his parents to see if they had noticed anything at home.

Victor's mother reported that after he failed to make the basketball team he started going around with a different group of boys and staying out late.

With further questioning, the school nurse learned the names of Victor's new friends and realized they were students suspected of drug abuse. She advised the mother to interest Victor in activities with youngsters and groups who participate in wholesome projects and with his father in mutual concerns.

In a few weeks, Victor's teachers reported that his work was improving and he was acting like himself again. His mother told the nurse of her new, nautical family: Victor's father had bought a secondhand boat and was working on it with Victor so that the boy could go into the clamming business and pay for the boat, which would eventually be his.

"Help!" cried the guidance counselor who was trying to guide a student interested in a health profession. He sent the student to the school nurse to discuss the duties of various personnel in health professions, to supplement the information the school nurse had already provided the guidance office about job opportunities and preparation in such professions.

"Help!" cried Mr. Burns who was preparing a health unit on prevention of disease. The students in the fifth grade had studied about the causes of illness and now were delving into means of prevention. They had learned from studying some of the latest material in the school nurse's reference file that scientists had not found the causes of all illnesses or how to prevent them. Scientists had found means of preventing some diseases by active and some by passive immunization.

The action of these immunizing agents was difficult for the students to understand, so Mr. Burns invited the school nurse, who was cooperating with the Department of Health in promoting vaccination against German measles, to help clarify the students' ideas.

"Help!" cried the business education teacher who had a postpolio student enrolled in his typing class. Despite the efforts of both, the student could not make a passing grade. After a conference with the director of the Division of Vocational Rehabilitation and with

This article was obtained with the help of the Department of School Nurses, NEA.

*In New York State, nurses working in schools are certificated as "school nurse teachers."

the student's parents the nurse arranged an interview for the student with the director. This interview plus a review of the student's past health and educational records showed her to be eligible for admission to a special school with special facilities for physically handicapped students of normal or better intelligence. She was admitted in the eleventh grade, has since graduated, passed the Civil Service clerk typist examination, and is employed locally.

"Help!" cried the junior high school physical education teacher who had been receiving notes from Jane's mother requesting that she be excused from gym class. The requests were always made for slight reasons—a runny nose, an unwashed gym suit, a pulled muscle.

The school nurse asked Jane to come to the health office to discuss her frequent absences from gym class. Jane admitted that she didn't like to undress in front of the other students because of her obesity and that she didn't do well in physical education activities. Following a thorough physical examination, and on recommendations from her family physician, Jane came to the health office for sessions to discuss her family's attitude as well as her continuing health status, diet, exercise, recreation, attitude toward herself and others, grooming, dress, and future plans.

In the meantime, the school nurse spoke with the principal, guidance counselor, food service consultant, and physical education teacher to determine how many other obese students could also use help and what they, the staff, could do about it. The cafeteria manager offered to give a diet with fewer calories to the recommended students, but the students were unwilling to be singled out and decided to study the menu by the week with the school nurse and determine which days they could eat the school lunch and which days they would bring lunch from home.

The guidance counselor readjusted these students' schedules so that they could all participate in physical education class together, permitting the physical education teacher to plan a program that would satisfy students and interest them in physical activities that could be carried on throughout life. During this past year, all but two of the 26 in the program have either maintained or lost weight, and their self-image has definitely improved.

Administrators, guidance counselors, attendance supervisors, psychologists, speech therapists, parents, and physicians all turn to the school nurse for help in such matters as poor attendance, class and grade placement, discipline problems, curriculum development, and personal problems. Getting satisfactory responses from her should make their jobs easier.

Facts acquired through parent contacts, teacher conferences, student health-office visits, and health records are tools the school nurse uses to show the relationship of the child's health status to his progress in school. Prevention of illness and promotion of good health allow the student to take advantage of every opportunity in education offered to him. □

NEW IDEAS IN AN ANCIENT LAND

WILLIAM G. CARR, *president, World Confederation of Organizations of the Teaching Profession; executive secretary, NEA, 1952-67.*

□ **As guests of the Iranian Committee on Literacy,** my wife and I recently spent 16 crowded days in Iran, learning all we could about the Army of Knowledge and the National Committee on Literacy—the two institutions that conduct a whirlwind national campaign against illiteracy in that country.

Iran is sparsely populated. About 50,000 small villages contain almost three-fourths of the total population. Living standards are low. All the land in Iran was formerly owned, in feudal style, by about 1,000 families. The major economic reforms are land for the peasants, cooperative marketing, and improved agriculture. The funds that recompense the former large landowners are invested in new Iranian industry.

Iran's Fourth Development Plan covers the years 1968 to 1972. Its key economic objective is an annual growth of at least 8 percent in gross national product. Among the 43 Asian countries, only eight have averaged such a growth from 1950 to 1967. The current rate of increase in Iran is about 14 percent a year.

The Fourth Development Plan assigns high priority to education. It calls for enrollment by 1972 of 92 percent of the urban children and 53 percent of the rural children, tripling the number of vocational school students, and doubling the number of university students.

In 1963, Iran created the Army of Knowledge to deal with the problems of educating a dispersed population. Iranians make no attempt to present the Army of Knowledge as an ideal procedure. It is a crash program to meet an urgent national need. We've said it was a crash program. It is succeeding. In eight years, its efforts, in conjunction with those of the National

Literacy Committee, have cut illiteracy from 80 percent to 50 percent.

Every able-bodied young man in Iran is subject to conscription in the army. Secondary school graduates enter the Army of Knowledge, for six months' instruction in basic military training, together with the rudiments of pedagogy, public health, agriculture, and law. The soldier serves the next 18 months as a village representative of the Army of Knowledge. He remains in uniform, subject to other orders in a national emergency.

In 1968, a few young women, selected by lot, were admitted to the Army of Knowledge. They have some military training and the same pedagogical training as the men. By May 1969, some 2,000 women were enrolled.

By 1965, the Army of Knowledge numbered 7,000. By 1969, it numbered 31,000, serving in 20,000 villages. By 1972, it will serve every village of more than 200 people.

A typical day for a man in the Army of Knowledge begins with his raising the national flag in the village and follows with his participation in morning calisthenics and games. Then he teaches both morning and afternoon sessions in the elementary school. This teaching is his first responsibility. However, he also carries on such activities as organizing the village to build a road to market, building public bathhouses, enlarging school facilities and school gardens, administering first aid and teaching personal hygiene, developing small village libraries, persuading parents to send their children to school, organizing scout troops, teaching adults to read and write, organizing health services, repairing the mosque, and organizing a village advisory council.

For each 20 members of the Army of Knowledge, there is one educational supervisor, a graduate of the College of Education with not less than five years of practical teaching experience.

In addition to its primary mission of educating children, the Army of Knowledge has trained more than six million adults in the three R's.

Other than administrative personnel, the National Literacy Committee has no full-time employees. The men and women who actually teach adults follow a variety of other occupations. They may be teachers in the regular schools, army officers, bank tellers, salesmen, office workers.

To qualify as a teacher of adults, the applicant must have a secondary school diploma and complete a training course of 22 two-hour lessons. These lessons teach the approved methods for teaching adults to read and write.

Upon completion of training, the prospective teacher of adults must recruit his own class. He may go to the market, to the coffee shop, knock on doors, ask his friends. He must persuade at least 20 people to enter his class, and this may be the most difficult task of his career. To receive full pay, he must hold the interest of his students, help and persuade them to attend regularly, and motivate their learning so that they can pass an examination supervised by representatives of the Literacy Committee. He is not paid for students who quit or fail.

This administrative technique, called "payment by results," has been tried sporadically in England and in the United States. It is not highly regarded by many professional educators. However, in visits to 50 or more adult classes, we saw no undue pressure, although a major problem of literacy campaigns is to persuade adult students to enroll and persevere. Prospective students may say that they are too tired after work, or that they can not leave the children, or give other excuses. The teacher must know how to meet these difficulties.

At the end of 12 months, the adults who have passed the examinations receive certificates that, when presented to their employers, increase their pay by 5 percent.

We chanced to be present in a class on the evening when the examiner was to test them and thus determine, in considerable part, both the teacher's and the students' compensation. An air of good feeling prevailed. The teacher had brought a cake for a simple class party.

Not a single classroom, even in the cities, was without fresh flowers, usually three or four roses, on the teacher's desk. Most of the classrooms are dreary, in bad repair, and poorly lighted, with no equipment except for a battered wooden blackboard. There is something touching about this indomitable effort to bring beauty and grace into such an environment.

Last year the Committee employed 23,000 teachers of adults. The distribution of materials to maintain skills already achieved involves about 10 million books, including the free, or nearly free, textbooks and pamphlets that are used. Four books have been developed for distribution to the graduates of the 12-month program.

Most literacy classes are held in public school buildings, but the place and time are flexible. For example, in our hotel in Esfahān an afternoon class was held for the hotel staff. The Committee spends only $2 per month per adult enrolled, including tuition, books, and administration.

To stimulate additional public interest in the literacy program, the Committee has issued an illustrated four-page leaflet. It reads in part as follows:

"To advance our country, we must first attain the goal of literacy. If you are an office worker, a housewife, a teacher, a policeman, a man or woman, whatever your occupation, *you* can help the literacy campaign by persuading an illiterate to enroll, participating in teaching the classes, providing classes for your employees, donating to the budget of the Literacy Committee . . ., visiting classes to encourage them, teaching sewing and cooking to new women literates. . . . The goal that His Imperial Majesty has set [to eradicate illiteracy in 10 years] will require further effort. Every person we make literate adds to the prosperity of the nation." □

◀ By 1972, men and women in the Army of Knowledge will serve in every Iranian village of more than 200 people.

SYLVIA EVELYN YORK, *fifth grade teacher, Allen School, Dayton, Ohio.*

STUDENT CENTER FOR THE LIVING ARTS

□ **"Everything I've ever wanted to do—paint, act,** write, sing, and dance—I could do there," says a 16-year-old girl who attended the Living Arts Center in Dayton, Ohio, this past summer. Like many other young people in her city, she feels the Center offers the opportunity to really "express and explore one's inner self" and to build understanding and appreciation as a cross section of youth, staff, and guest artists interact with each other.

The Center opened in 1967 after Dayton's board of education decided the schools should offer students the chance to develop creative talents as well as academic skills. The first participants were chosen from 3,000 seventh to tenth graders who expressed interest in the program.

After the students had checked a long list of creative activities in which they participated on their own initiative, they were given scores, which were then fed into a computer, which chose students having a wide range of creative potential. The 332 selected represented 85 schools and every economic, ethnic, racial, and religious group in Dayton.

The Living Arts Center is housed in part of an old warehouse, the rest of which is used for storage by the board of education. Classes meet after school during the school year; summer sessions meet both mornings and afternoons.

Putting the warehouse into shape was a distinctly challenging task for a sympathetic-to-the-arts Dayton architect, John Sullivan, Jr. The problem he faced was how to provide facilities for music, drama, literature, art, and dance—as well as offices, a library, and seminar rooms—on a government remodeling grant of only $50,000.

Some physical needs are still unmet even now, but the Center is in full swing nonetheless. As director of the Living Arts program Jack DeVelbiss says, "The place has a great studio atmosphere. If a kid spills a can of paint or knocks over a chair, the damage isn't great. There's a relaxed feeling there."

Walls painted in bold greens and blues offer a lively background for student sketches, paintings, art objects, and exhaust-pipe sculpture. Photos of great artists are on display. Each area in the Center has its own special appeal and unique look.

Classes are small, and students work in depth in their chosen media, aided by professionals who share their knowledge and experience with the young artists.

Course titles indicate the wide range of topics. For example, the Music Department offers everything from Creative Piano to a course called So You Want To Lead a Band. Another, titled Sound Lab, lets students experiment with sounds by taping them and then playing them forward and backward. Still another course traces soul music all the way back to its African beginnings.

The sprawling Art Department is as diverse and "contagious" as its director, Bing Davis, who has designed a program involving drawing, painting, sculp-

ture, ceramics, welding, weaving, jewelry making, and environmental studies. When I visited the Center, I sensed the excitement that prevailed everywhere in the huge art arena—I noted a group struggling with an oversized canvas in one spot, sections of polystyrene foam taking shape in another, a young man high on a ladder putting a final touch on his group's environmental artwork elsewhere.

The big concern of the Drama Department is individual growth rather than a finished production. Activities in this department include courses in puppetry, acting and directing, and oral interpretation stressing such things as enunciation, posture, and correct breathing.

The Writing Department is probably the most intimate area. Walls carry written sentiments of the participants. "I think this year was good because students took more part in teaching," reads one inscription. "We learned more because the teacher didn't do all the talking." One scribble lists "Black power, white power, Jew power, flower power." Still another message states, "Yes, for schools!"

Course offerings in this department range from Free Spirits, which encourages would-be writers to take a close look at the world around them, to one called Subliminal Images. The course description for the latter reads, "Hard work ahead. Poetry is no way to be a hero."

One of the most fascinating classes for a visitor to watch is a traditional Chinese exercise form for developing concentration and body control. Other offerings deal with dances of long ago and today.

Very often, all departments work together on a weekly theme. While guest artist Percival Borde was at the Center, an African theme was developed in the crafts area and carried to seven different schools in Dayton, and to the public as well—by means of lectures, African dance workshops, displays of authentic costumes, and demonstrations of talking drums.

Dayton's Living Arts program is an operational Project To Advance Creativity in Education (PACE). The concept behind the project is credited to George Zimmerman, supervisor of music in our city. He was responsible for getting the Title III planning grant which enabled Jack DeVelbiss, a high school instrumental teacher; Mrs. Toby Owens, an elementary school music teacher; and their committee of art and music teachers to submit the proposal leading to a three-year government grant of $1,035,000 (which ended with the 1969-70 school year).

Now that the Dayton school system must foot the bills, funds may be difficult to secure. Three school levies have already met defeat. Some people consider the arts to be on the fringe of education, and some assert that the program makes poor use of time and involves too few students. Actually, involvement has increased steadily since 1967. Six hundred participated in 1968; 750, in 1969. Plans for the present school year, through school support, will involve 2,200 fifth graders for two hours each week over a period of 11 weeks. Living Arts will present a program for 300 students in grades 6 through 12 from four to seven in the afternoon.

Because of the shortage of funds, students pay for summer and evening programs: $40 per semester for each participant. Scholarships are available to aid creative children who could not attend otherwise. The staff has shrunk from 33 part-time teachers to five part-time teachers plus director/teachers.

Glenn Ray, director of the Living Arts program, states that too many people think of the budget in terms of benefits for the number of children involved in the program, when, in reality, the public also benefits. Over the past three years, for example, the Center has opened to the public 100 exhibits of work by artists just prior to their arrival as guests at the Center. In addition, it arranges for each guest artist to visit classes—chosen at random—in public and parochial schools throughout the city. The Center also offers a workshop for teaching personnel and a free public performance which is advertised through radio, TV, and the news media.

The Living Arts Center has received public support through donations of time, money, and supplies. Several Dayton businesses have supplied paper, cardboard, boxes, and other items. Two radio stations donated over 500 record albums. Dayton's Junior League was responsible for remodeling a room for an art gallery in which to show student and guest works. Furthermore, this group has conducted some 4,000 tours through the Center.

A local foundation made a $10,000 contribution to encourage continuation of the Center after federal funds were cut off. Daily newspapers frequently feature the Center's activities in their columns.

In fact, attention to Dayton's Living Arts Center has spread far beyond the city limits. The Ohio State Department of Education selected it as the outstanding ESEA Title III project in Ohio. After the Department named the Living Arts program one of the six outstanding Title III projects in the entire country, Jack DeVelbiss and Glenn Ray presented the program to the President's National Advisory Council on Supplementary Centers and Services.

The Dayton Classroom Teachers Association nominated the Dayton school board for the Association of Classroom Teachers National School Board Award. The $2,500 award they received recognized the board's initiation of the Living Arts program in Dayton and its commitment and cooperation over the past three years.

Keith Haws, the 1969 public relations chairman of DCTA, summed up the importance of the Center:

"No one knows how many dropouts and unmotivated learners could have been helped had there been some program to develop and nurture the creative abilities that some of these people possess. The need is especially vital that the child born in an urban poverty background be provided with some educational motivative straw to cling to. Living Arts was born to fill this need." □

INSTRUCTIONAL TECHNOL

SPECIAL FEATURE

□ **Each of the brief reports that** make up this feature describes a particular instructional innovation that is dependent in one way or another on recent developments in communications media. Far more important than the media and the machines involved is the promise for classroom teachers to be found, loud and clear, running through all of these projects.

First is the promise to individualize instruction, which Studer and others point out is the basic rationale for these programs—"A student learns, not the class." Second, and implicit throughout this feature, are new dimensions of freedom for teachers, who are the most important part of the reorganization of instruction that is an essential part of such projects. Although it has become trite to talk about new roles for the teacher, the projects described here point to just that: wider teacher involvement in instruction, more teacher control of learning, more time for teachers to work as professionals at critical points in the learning process, more teacher participation in making decisions about purchasing equipment and materials.

It has been said that examining the impact of modern technology on instruction today is like examining the impact of the automobile on American life in 1908 when the first Model T came on the market. From this point of view, the activities described in this feature can be viewed as relatively early efforts in the development of a new and more systematic approach to learning

that is increasingly being called "instructional technology."

And this technology, like any technology in the history of human affairs, will present us with many occasions to confuse means with ends. The history of technology in our society has all too often been the story of more attention and concern with the former than with the latter. What do we want? Good machines or improved learning? The answer is not simple, but the teaching profession must attend to it.

PROGRAMED LEARNING SYSTEMS

□ **How can the schools meet the** educational needs of each and every child? In Harrisburg, Pennsylvania, we're solving this problem by means of a programed learning system. The Harrisburg district has become a working laboratory for various programs of instruction, each designed to meet the needs of the gifted, the average learner, and the educationally disadvantaged child—all three of whom are found in the same classrooms.

"A student learns, not the class" has been the philosophy of the Department of Individualized Programs in Harrisburg for the past four years. The following example may demonstrate the simple logic behind the idea of personalized instruction:

James and Susan, who belong to the same elementary school class, both have a year in which to master a program of studies. But the children aren't the same intellectually or emotionally. In fact, they differ in all the ways in which human beings are different. How are we to teach them?

If we're concerned with mastery on the student's own terms, the usual group-oriented curriculum is inadequate. Today many Harrisburg students are involved in personalized instruction programs. Federal funding makes this special kind of experience possible.

Recently, the Pennsylvania Human Relations Commission ordered the Harrisburg district to desegregate its classrooms. The Commission's ruling gave added impetus to the development of curricular plans to provide a personalized academic program for every student—without ability grouping and tracking.

Last year our district's total nonwhite and white enrollment figures were approximately equal. Because of housing patterns, some elementary schools were over 90 percent black while others were over 90 percent white. The Harrisburg district was one of the first de facto segregated northern school systems challenged to provide racially balanced classrooms in all buildings. At the same time, the district made an effort to meet the unique educational needs of each child on the premise that individualized instruction was preparation for desegregation.

As curriculum director, I give high priority to *freedom of the mind* in carrying out new programs. Both teacher and student have an opportunity to do things in their own way.

We give the child who shows an ability to figure things out for himself a chance to do so; we give the truly creative person elbowroom.

We believe there's a need to discern what types of rewards appeal most to students and to teachers. Students expect expanded personal autonomy as a reward for good work. Competent teachers want freedom to revise and adapt programed materials to fit student needs.

Programed instructional materials often involve using equipment in such a way that changes to meet individual needs are almost impossible. Therefore, selecting materials that offer flexibility is important. In fact, this is a crucial point in selection of teaching-learning systems.

If the programed system does not lend itself to changes, the competent teacher is soon unhappy. Inflexibility is particularly frustrating to the instructor who is skilled at diagnosing his students' needs. This teacher will often rebel against wasting time on materials that his class doesn't need.

Student boredom is also inevitable if revision of the built-in sequence is not possible. All in all, one comes to the conclusion that an inflexible programed instruction system should never be tagged "individualized" at all.

The difficulty of resequencing is only one aspect of the problem. Even if change is easy, the teacher must determine what revisions are desirable. It's possible that instructional sequences should be different for each learner in a given class!

Frequent diagnostic tests provide the most useful feedback for this purpose. We've found the lack of adequate check tests to be the greatest weakness of the commercially available systems we've examined.

In a five-year search, we found only three formats that come close to fulfilling the need for true individualization in areas of reading and math. One is so costly to install that we cannot consider it for general use at present.

The second, "Individually Prescribed Instruction" (IPI), is in its fifth year of operation in one Harrisburg school, but it, too, is expensive. Modifications of this program are continuing in several other schools.

A third system, "talking worksheet," seems to hold promise as an effective system. It can be used both as a corrective and supplementary program. In my opinion, it provides overall flexibility, ease in sequenc-

OGY

SOME IMPLICATIONS FOR TEACHERS

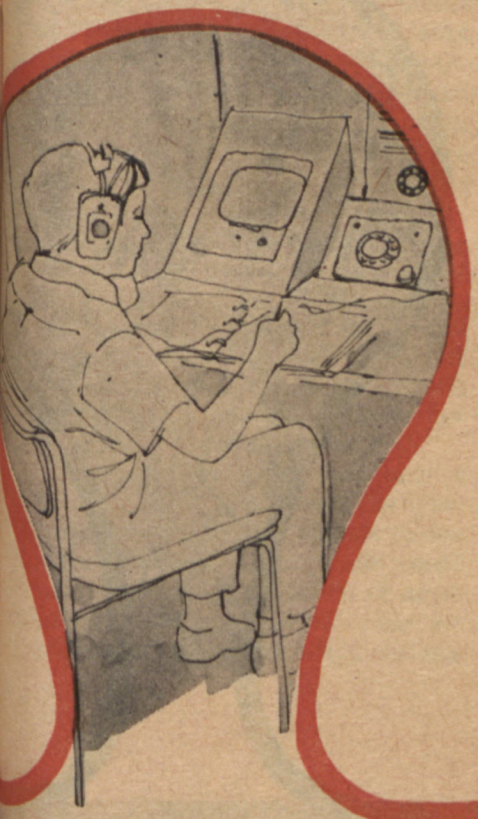
ing, high motivation for pupils, low cost, conservation of the teacher's time, and high effectiveness in student achievement. Besides, both teachers and children love to use it!

—**Harold R. Studer,** *director of curriculum; formerly, director of individualized programs, Harrisburg, Pennsylvania, city schools.*

DIAL ACCESS SYSTEMS

☐ **In 1965, the Beverly Hills (California) Unified School District began** a long-range project to provide immediate and automatic access to a wide variety of audio and video materials. This was accomplished through a plan called the Dial Access Information Retrieval System. A coaxial television cable connected a distribution center on the campus of Beverly Hills High School with selected classrooms and with study carrels in each of the district's five school libraries.

After consulting a catalog of available materials, a teacher or student can now request any available program, audio or video. The material is then directed through an electronic switching system to any of the 49 remote terminals throughout the district.



The Dial Access System is part of a major building program which provides each school with specialized facilities for independent study, team teaching, flexible scheduling, and self-directed learning.

New and greatly expanded library facilities are a major component of the program, as are departmental study centers at the high school, science labs in elementary schools, and large-group instructional areas in all schools. A multiple-screen, rear-screen presentation room for slides, motion pictures, and television projection is available at the high school. The purpose of all facilities is to increase the possibilities for true individualization of instruction for the district's 5,000 students.

The primary objective of the Dial Access project is to provide direct and individual access to the entire collection of audiovisual materials at whatever time is most appropriate to the learning process. Clearly, this objective is one about which there can be no disagreement.

All current trends in instructional organization indicate the need for such availability. If team teaching, flexible scheduling, self-directed learning, and conceptual or inquiry curriculum are to have their potential impact, students must have independent—and individual—use of appropriate instructional materials in all formats.

Several factors which any school must consider when contemplating a video dial access system have tempered our success in meeting this primary objective. Commercially prepared video materials that every television distribution system can use are scarce. Most materials used individually by students must be locally produced.

If a school or school district plans to support all areas of curriculum with such materials, local production facilities and an extensive technical staff are necessary to carry out such a commitment.

Since the equipment available for video dial access systems requires constant preventive maintenance, any school contemplating this installation must plan on a technical staff with the necessary engineering skills. Unfortunately, even with regular servicing, equipment failures will occur, and these quickly dampen the enthusiasm of even the most committed teacher.

Despite inevitable problems, Dial Access has led directly or indirectly to some exciting changes in the instructional program of our school district. An increased awareness of the entire range of media available has developed.

Students and teachers are experimenting with media production as never before. Individual students, in ever-increasing numbers, are using instructional materials which formerly were available only on a group basis in classrooms.

Whether it is through a complex automatic dial access system or through the use of cassettes and individual projectors or viewers, schools everywhere must provide such availability. The demands of today's curriculum and today's instructional organization are such that schools can no longer ignore the need for individual access to media.

—**Dan M. Gibson,** *director of instructional materials, Beverly Hills (California) Unified School District.*

TAPE CASSETTES

☐ **Every area has its own particular** educational needs—and problems. The island of Guam is no exception. One of the most serious problems facing its teachers is the difficulty Guamanian children have in mastering English because most of them speak the Chamorro language at home. One linguistic specialist who studied language competencies in 1967 came to the conclusion that

Guam has the widest range of English proficiency in the Pacific—all the way from the highest to the lowest.

As director of an NEA-advised ESEA Title III multimedia project, my job in helping the children gain mastery of English was to suggest useful audio and visual materials or techniques which could be readily produced on Guam without a major investment in equipment and staff. The materials must have immediate influence on the students as well as long-range benefits, and be practical for large or small groups, or for individual instruction. The equipment must be so simple that a youngster could check out a machine from the school library and use it at home without teacher supervision.

The answer was fairly simple. We decided that cassette sound filmstrips should enable us to provide materials on a variety of subjects from commercial sources immediately. Over a period of time, we ourselves could produce lessons tailored to meet our specific needs.

It seemed to me that a lightweight plastic filmstrip viewer, along with the highly portable personal cassette tape recorder, would be an ideal combination. I envisioned a Guamanian "Project Discovery" with youngsters of all ages carrying home lessons in precision English for the whole family to enjoy and profit from.

In the project proposal, I suggested 10 viewers and recorders for each school library. If 10 students checked these out every night, we would have scores of rehabilitated students at the end of the first year!

The first seeds of doubt were sown at the monthly meeting of librarians and audiovisual coordinators. The reaction of a veteran librarian dampened my glowing enthusiasm in describing the proposal:

"What do you do when the youngster comes back to school empty-handed and informs you that someone broke into his house during the night and stole the equipment?" I replied that students wouldn't really expect teachers to believe something like this would happen very often. But other staff members were also skeptical.

My second disappointment came when the U.S. Office of Education informed us that Title III funds were not intended for large investments in equipment that should be purchased by the schools.

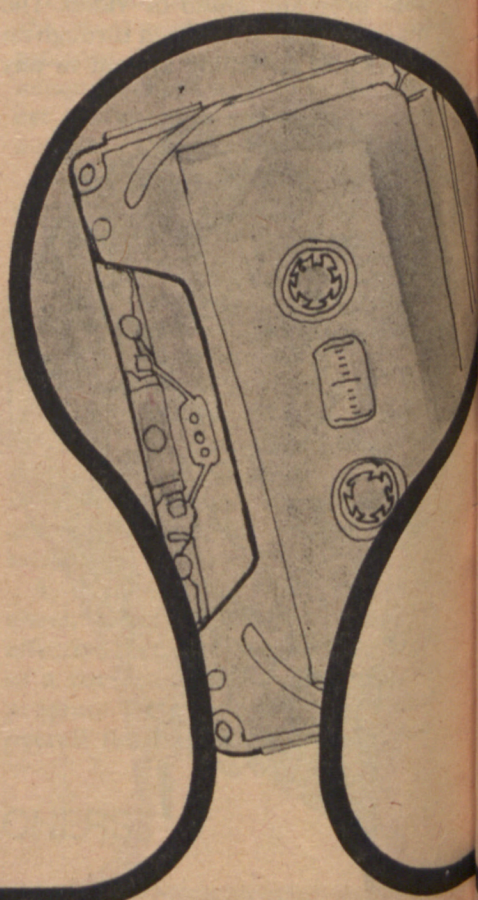
Since we were unable to provide the quantity of equipment desired, our next task was to do a quick selling job on those responsible for the purchase of multimedia equipment in the schools. Fortunately, a Japanese firm had just developed an inexpensive portable combination AM-FM radio-cassette tape recorder which played on batteries or AC.

At the time, Guam was in the midst of the typhoon season. Lacking a dependable telephone system, school principals were interested in a completely portable radio that would keep them informed of when to start boarding up their schools and could also be used with the new tape production services from the Learning Resource Center. Since this AM-FM unit would serve this dual purpose, we stressed this angle while demonstrating the advantages of the cassette system. A large order for reel-to-reel tape recorders was canceled after administrators saw the possible advantages of the new system. However, even with the addition of over 160 listening stations and approximately 100 cassette recorders, our equipment was spread very thin over 30 public schools.

What did we learn from introducing the cassette tape system in Guam? For one thing, we discovered a lot of technical problems that wouldn't happen in most other places. Electricity would vary from 80 volts to 130 volts; high humidity caused push buttons to stick. Occasionally some of the most inexpensive machines pulled the tapes off the cassette spindles in fast rewind. We found that just because we no longer had to thread the awkward reel-to-reel recorders, we were not free of mechanical difficulties. In spite of all this, however, students and teachers were enthusiastic about the new equipment.

Children were delighted with the small machines. Where the equipment was available, the students preferred the cassette system, running the equipment themselves without any help. The tiny tape cartridge (which is about the size of a playing card) and the combination filmstrip-cassette kits were easy for them to carry.

Anyone buying this equipment must realize the difference between a classroom cassette recorder and a small, personal cassette recorder. The small, personal cassette is *not* designed for classroom use without additional amplification. We had to talk fast to convince the business office that an audiovisual model



classroom cassette recorder with 20 watts amplification priced at $150 was necessary. (From our experience we were favorably impressed with the "Sony TC-100" personal recorders and the "Audiotronics Model 130" classroom recorders.)

In summary, we have found that both students and teachers like the cassette system. There is much more utilization of tapes by younger children who had difficulty threading the conventional reel-to-reel recorders.

—J. Robert Murray, *director of the Learning Resources Center, Indiana University of Pennsylvania, from which post he was on leave in 1968-70 while serving as director of multimedia services, Department of Education, Agana, Guam.*

SATELLITE TV

□ **Will Alaska be the first state to** use a satellite for educational television and/or radio programs? The answer could be yes if current plans for a pilot demonstration using NASA's ATS-1 satellite and/or ATS-G are carried to fruition.

Plans involve the NEA, the Alaska Education Association, the Alaska Educational Broadcasting Commission, NASA, the U.S. Office of Education, and public officials in both Alaska and Washington, D.C. All are working to make the satellite plan a possibility in the near future.

Alaska is a huge state covering 586,400 square miles—the size of Texas, California, and Montana combined—but it has less than 300,000 people. It is the only state without live educational television. In fact, many Alaskan communities do not have radio or telephone service.

Many people agree that only a satellite 22,300 miles above the equator can bring live TV signals to our giant-size state. (Other plans would involve running thousands of miles of cable.) In addition to its use for education, a satellite offers the easiest way to bring commercial radio and television, telephones, computers, and data processing services to all parts of the state.

Most teachers are aware of the educational benefits of well-planned radio and TV programs. Alaska's teachers are determined that they will be significantly involved both in program development and usage.

Since a satellite merely serves as a very high transmission tower, the real problems are on the ground. Here are some of the factors which will be considered.

- Adequate ground facilities are a must. For a series of radio demonstrations via the ATS-1 satellite, six locations are being proposed at a cost of $3,000 to $6,500 each for ground terminals which can both send and transmit the radio signal at each of these six locations. For a TV demonstration, the ATS-G satellite would be used at a cost of $2,000 to $5,000 for each ground terminal, which can receive but not transmit.
- Alaska teachers must develop adequate programs that are meaningful for Alaska students in remote areas. This will require a significant budget for programing.
- Programs must be scheduled at the best times from the teachers' point of view. This can be resolved by having a videotape recorder in every school that can pick up programs beamed by satellite and replay them when wanted. Each community or school will need receiving equipment—TV and radio sets, plus audiotape and videotape recorders for local use.
- Teacher orientation to the use of TV and radio is essential.

Federal and state funds would take care of most of the cost of satellite and ground facilities. Widespread use of the facilities by all public agencies is expected, with some quasi-public usage by private radio and TV interests. This means full involvement of state government in addition to state educational agencies in coordinating all interests. As many as 50 state and federal agencies would be involved eventually.

One large satellite of the ATS-G type could serve all of the American area of the Pacific Rim, which includes Alaska, Hawaii, Guam, and the Trust Territory of the Pacific Islands. These regions are already working together at the educational level to fuse their efforts into a joint development of a satellite communications system, possibly including some program sharing and the use of a ground station that would probably be located in Southern California.

Regional development seems logical if the federal government provides the satellite. The AEA and NEA have already participated in some of this planning.

Satellite communication is "hot" in Alaska. Every candidate for governor supports the idea, as does the Congressional delegation. Educators who know about *Sesame Street* and the potential of educational TV, radio, and computer are also enthusiastic.

Tying all these interests together is an awesome job. Educators in AEA and NEA are leading the way; many allies are helping. Someday, perhaps, a child in Savoonga, Alaska, will see a President sworn into office in our nation's capital, some 6,500 miles away. And he will do so at the same moment as other Americans.

—Robert Van Houte, *executive secretary, Alaska Education Association, Juneau.*

CABLE TV

□ **The prospect of television transmitted** over cables directly to homes, rather than over the air, opens new vistas for all educators.

In its basic form, Cable TV (CATV) consists essentially of an assortment of high-powered TV antennas usually located on a rather

large tower. The TV signals from these antennas are amplified and then distributed over coaxial cable to homes, schools, hospitals, libraries, and the like. The cables have generally been placed on telephone company poles, but it is now becoming common to bury the cables underground.

In addition to relaying off-the-air TV broadcast signals, CATV enables the cable operator to insert his own TV programs on unused channels. This is called local origination.

Local origination is difficult for most cable operators to accomplish and herein lies the basis for collaboration between educators and their local cable operator. Over the past decade, many school systems have acquired closed-circuit television cameras and videotape recorders. This equipment, although it does not usually meet the technical requirements of over-the-air broadcast stations, often performs quite satisfactorily for CATV transmissions. Consequently, many schools are able to develop programs that can be transmitted to homes over the CATV cables.

On Long Island, New York, an area educational service center, known as SCOPE (Suffolk County Organization for the Promotion of Education), has been active in developing working relationships between schools and the local CATV operators. SCOPE's first efforts involved a campaign to alert local educators to the present and future potentials of CATV.

Thus far, SCOPE staff personnel have conducted more than 100 briefing sessions before various groups. While conducting these sessions it became evident that a set of overhead transparencies would be most helpful. Consequently, a set of 20 overhead transparencies about CATV was designed. Subsequently, so many persons asked to use these transparencies that additional sets were produced and today over 30 sets are in circulation.

SCOPE's first local origination endeavor was the production of a 30-minute videotape entitled "Let's Talk Cents." This program explains how school budgets are developed and was presented more than 10 times on local CATV systems. Subsequently, SCOPE videotaped more than 35 educational conferences, workshops, and seminars and made these tapes available to local cable operators. Next, 100 free films were obtained, duplicated on videotape, and made available to teachers through their local cable operators.

This year, SCOPE is undertaking four new local origination projects. First, a videotape is being produced to inform parents about narcotics and how to identify symptoms of drug abuse. Second, SCOPE recently conducted a student film competition in which 52 student-made films were entered. The winning top 10 are to be placed on videotape for circulation among the CATV systems. Third, SCOPE has under production 20 slide sets based on local field trips. Narrations are being developed for use with the slides. When completed, the slide sets and commentary will be put on videotape and circulated to the CATV systems. The last project is an attempt to establish an educational announcement channel on each CATV system. The idea is that announcements will be phoned in to SCOPE by professional associations, schools, and cultural groups and these will be repeatedly displayed for several days on CATV.

The educators' concern with Cable TV, however, is not limited to local origination. Schools with developed educational media programs will find Cable TV very useful to facilitate the distribution of many multimedia materials between buildings. Other schools that draw upon the multimedia resources of area or regional media centers may well find Cable TV to be an outstanding high-speed retrieval vehicle. Schools that share a computer which is usually located some distance away may find that the local CATV operator will provide them with free interconnection to it, thus saving the schools the usual, and considerable, expense of leasing access lines from the telephone company. All of these are possible, and many school systems are establishing pilot projects with their local cable operator to find out the applications that are most feasible in their localities.

A final word of caution is needed. Cable operators wishing to install new systems usually go to the local town or city government and request a franchise. As these governments gain sophistication in dealing with CATV, complex franchise arrangements covering 15 to 25 years are beginning to appear.

Educators should be in touch with local governing officials when a franchise is under consideration to insure that educational provisions are included. Local officials now generally have the power to require the cable operator to provide one or more free channels for the use of the schools. (NEA recommends that 20 percent of the channels be so reserved in each community.) Because franchises

are complex documents, school officials may wish to contact the Division of Educational Technology at NEA for guidance in obtaining these services.

SCOPE has pioneered in obtaining educational franchise and ordinance provisions for its 65 member school districts. We have available a packet of informative materials that can be obtained by writing to SCOPE—Suffolk Educational Center, Stony Brook, New York 11790.

We are witnessing a revolution in communications as Cable TV continues to grow. Where the educator ends up in this fast-moving scene will be largely determined by his own initiative.

If Cable TV exists or is coming to your community, you and your association should alert your administration and school board to the educational significance of this new technology.

—Roger W. Hill, Jr., *director of educational communications, SCOPE—Suffolk Educational Center, Stony Brook, New York.*

VIDEOTAPE

□ **The videotape recorder (VTR) is** making a significant contribution to activities and programs related to professional growth and development through in-service training. Educators in Fairfax County, Virginia, recognizing the videotape recorder as the most promising of the relatively new audiovisual devices, are utilizing it effectively to bring about orderly and positive change in professional staff development. Video recording provides input to the in-service training program which might be impossible or impractical by other means.

This magnetic recording device makes it possible to record activities or programs for immediate use or to store the tapes for future presentation. The VTR system employs a camera similar to those used by commercial or educational television, except that it is portable, much less complicated, and less expensive. Tapes may be reused many times with numerous playbacks of each program, with little or no deterioration of picture or sound quality.

In 1967, the James Lee Media Center in Fairfax purchased three videotape recorders and camera systems. A media specialist and a technician from the professional staff were assigned the responsibility for developing in-service programing. Operating on the assumption that growth is expansion from within rather than a superimposition from without, the Media Center set out to demonstrate rather than talk about the positive merits of videotape recording.

In a large school system, it is impossible for a total staff of teachers and supervisors to visit and observe a particular teaching situation or innovative study. Portable VTR equipment makes viewing these activities not only possible, but practical. The situation can be videotaped for subsequent viewing and discussion by small or large groups.

Some recordings which have been used in this manner for in-service education in Fairfax are innovations in teaching, such as micro-group teaching in mathematics, student-oriented inquiry method, pupil-teacher planning sessions, psychological behavior modification, language experience programs, and speech and hearing therapy. These and many others have been taped and used for staff development. A team approach to program implementation using the facilities, supervisors, teachers, and students of Fairfax County has created programs geared to the needs of the local school population.

Recognizing the potential of the videotape medium, supervisors and school administrators requested workshops in the utilization of VTR systems. Thanks to the coordinating efforts of the media personnel, they received training in the basic aspects of VTR use, ranging from the planning and development of scripts to performing the technical tasks involved. Each member of the group had a chance to perform the tasks of a production team, thus becoming somewhat knowledgeable about the merits and limitations of VTR systems.

As requests for VTR programing were received, time was scheduled for group planning sessions with principals, teachers, Instructional Television (ITV) department personnel, and, in many cases, students. When plans for the content of a taping session were firm, the production crew was ready with their plan for executing the objective. On the occasion of in-service training days, faculty meetings, or other scheduled sessions, tapes, VTR, and receiver monitors are delivered to the meeting location by a technician who packs the equipment either in the trunk of a car or in a small panel truck.

Many tapes which individual supervisors ask to have prepared to reinforce their oral presentation are also considered to be part of the overall in-service training activities.

During the past two years, the ITV department has worked to produce over 150 videotapes which are serving their intended function. Many tapes are recorded and catalogued in the videotape library for future use while others which have been prepared for one-time use are erased.

Although in-service training has been the major emphasis for VTR utilization during the past two years, other areas of involvement also merit mention. As the ITV program expands, more and more possibilities appear. The expansion rate from three VTR systems in 1967 to the 24 currently in operation throughout the county exhibits the increased involvement. An increase in personnel is enabling the ITV department to produce instructional tapes. Working with the coordinator of the home economics curriculum, the ITV department recently produced eight different

tapes which are being duplicated for use in sewing classes.

Student involvement in the production of videotapes has also been a successful venture. We have found that with adequate instruction and guidance, students ranging from second graders to high school upperclassmen profit from having the chance to develop study units involving use of a visual medium. For example, as a grand finale to a one-act play writing competition, a student crew staged and videotaped the prizewinner. This activity was tremendously rewarding to writers and actors alike.

—Howard H. Simms, *media specialist, Fairfax County, Virginia, public schools.*

COMPUTERS

□ **In terms of instruction, computers** fall into two major categories: the object *of* instruction and the vehicle *for* instruction.

When computers are the object of instruction, we are concerned with learning about computers and data processing. Generally we find these courses at the secondary level. They, in turn, fall into two categories: The first category includes the *how to* courses, which teach how to use computers for problem solving in courses, such as math and science; and how to operate the equipment in courses, such as business education and data processing. (There is, of course, an overlap because most courses teach at least some problem solving and some equipment skills.) The second category includes the appreciation units, which teach about both the potential and the power and danger of computers. We usually, and increasingly, find such units in the social studies. One need not know how to operate computers to understand their role in society.

The fact that most courses about computers are found at the secondary level is not due to any inherent difficulty in the material. Several years ago, I taught all the fifth grade students in one school—not just a select group—how to program the computer.

I must say some words about the in-service aspect—very important, and usually overlooked—of these kinds of courses. Computer use in education has become so widespread in the last five years that all staff and faculty should have an opportunity to understand more about computers. The Palo Alto Unified School District has offered computer in-service courses since 1963, and they have been generally popular.

Using the computer as the vehicle for instruction, either as the total or partial instructional delivery system, is relatively new. Such activities had to wait until the late sixties when technological capabilities went up and costs went down to a point where school exploration of such procedures made sense from preschool on up. Such delivery systems belong in two broad categories—CAI (computer-assisted instruction) and CMI (computer-managed instruction, sometimes referred to as data-managed instruction or DMI).

CAI uses the computer essentially as a substitute for the teacher, that is, the student interacts with the computer directly, usually at a terminal (typewriter and/or video). While most programs of this sort at present use CAI as only one aspect of instruction, it is important to realize that, given sufficient educational software (material and strategies), such a system could account for the major substantive learning of a student. Of course, the teacher should be involved in planning the system and supervising its operation. A well-planned system frees the teacher from many routine teaching tasks so that he may spend more time in working closely with individual students. The implications of such a system for the structure, process, and form of education are indeed enormous.

In the CMI approach, the computer keeps a record of the child's learning experiences and needs. The teacher uses these data to more carefully prescribe various learning activities for the individual student and for group activities as well. CMI allows a natural extension of student data files often kept by schools and fits in well with the training and experience of today's teacher.

The tremendous advantage of using computers lies in their ability to meet the unique needs of each school system. For this reason, it is generally undesirable to transfer a computer program from one school system to another without first making modifications.

Thus far, we know little about the effect of CAI on an actual school. (For example, should students be grouped differently—or at all—because of computers? Should schools be built differently?) Action here should proceed with care. Perhaps extensive experience with CMI will enable us to establish a systematic and realistic pattern for use of CAI in the schools.

The ever-increasing dependency of education upon the computer seems inevitable because it helps meet the needs of students for greater individualization of instruction and greater relevance of subject matter, and the growing expectation of society for a higher degree of accountability and efficiency in the schools.

Computer use does not mean dehumanizing. In fact, data from studies thus far indicate that one of the strengths of the computer in instruction is that it greatly humanizes the students' educational experience. The major responsibility of the educational community in this matter is vigorous and continual vigilance.

—Murray Tondow, *former director, Educational Data Services, Palo Alto (California) Unified School District.*

TEACHER OPINION POLL

Public Funds for Private Schools?

☐ **Should public tax funds be used to** help provide school programs for pupils in nonpublic schools? If so, for what types of programs?

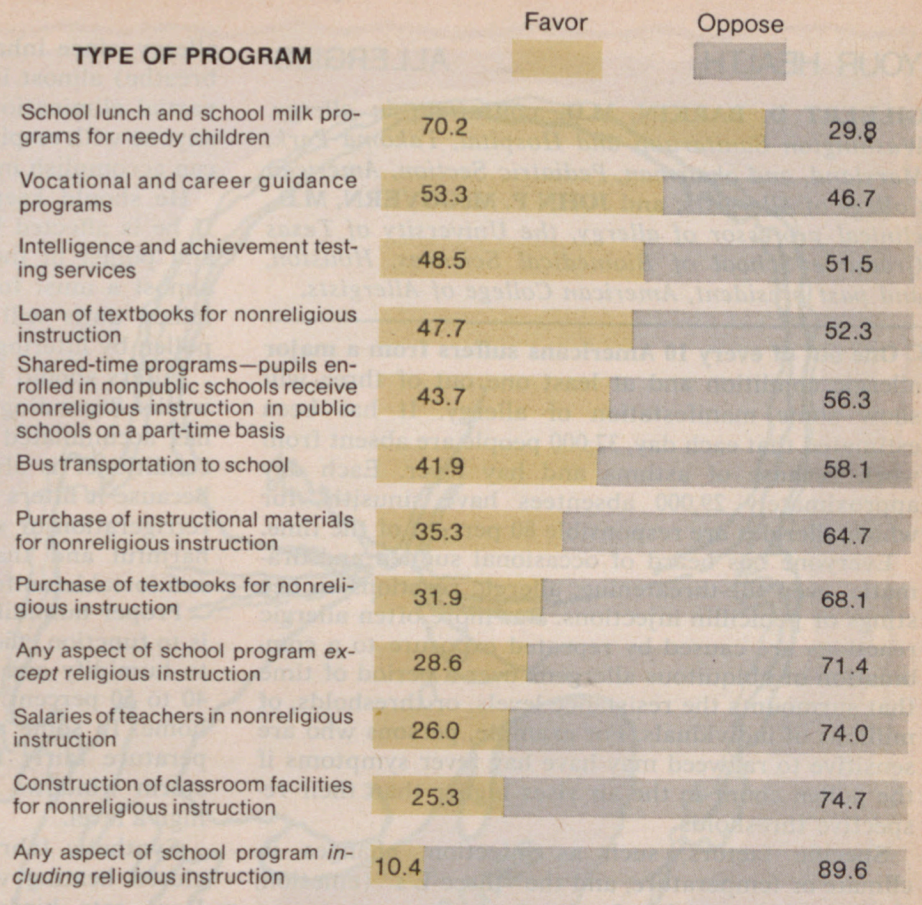
These questions were the concern of a recent Teacher Opinion Poll, which asked a nationwide sample of public school teachers, "Do you favor or oppose the use of public tax funds for the benefit of pupils attending nonpublic (private and parochial) schools, under each of the following types of programs?" Twelve types of programs were listed, ranging from school lunch and milk programs for needy children to all private school programs including religious instruction. More than 80 percent of the teachers indicated that they favored at least one of the types of programs listed; however, opinions varied greatly on specific programs.

The only type of program for nonpublic school pupils for which a substantial majority of teachers favored the use of public tax funds was school lunch and milk programs for needy children. A much smaller majority approved of using public monies for vocational and career guidance programs for private school pupils. In regard to intelligence and achievement testing services and the loan of textbooks for nonreligious instruction, opinions were about evenly divided. The preponderance of teacher opinion was opposed to the use of public tax funds for all the other types of private school programs listed.

Fewer than 2 percent of the respondents favored the use of public tax funds for all of the types of programs listed; 18 percent opposed the use of public tax funds for all programs on the list.

There was considerable variation in opinions held by teachers in the four major geographical regions of the nation on the use of public tax funds for several of the types of programs listed in the survey.

—*NEA Research Division.*



	Percent Favor			
	N.E.	S.E.	Middle	West
School lunch and school milk programs for needy children	78.7%	54.5%	75.8%	67.5%
Vocational and career guidance programs	58.6	45.7	54.7	52.6
Intelligence and achievement testing services	52.3	41.5	51.1	47.1
Loan of textbooks for nonreligious instruction	56.7	38.6	47.6	46.5
Shared-time programs—pupils enrolled in nonpublic schools receive nonreligious instruction in public schools on part-time basis	48.9	31.1	51.4	39.1
Bus transportation to school	52.3	33.6	43.9	36.1
Purchase of instructional materials for nonreligious instruction	40.1	27.0	36.6	35.5
Purchase of textbooks for nonreligious instruction	37.2	26.9	32.3	30.3
Any aspect of school program except religious instruction	33.1	20.5	28.9	30.2
Salaries of teachers in nonreligious instruction	26.1	24.1	27.0	26.4
Construction of classroom facilities for nonreligious instruction	25.5	23.8	24.9	26.8
Any aspect of school program including religious instruction	6.6	15.5	9.1	11.8

Resolution C-20 of the 1970 NEA Representative Assembly

The National Education Association seeks federal support of public education in line with the following principles:

a. That federal programs comply with current civil rights statutes and judicial decisions.

b. That there be substantial general federal support of the whole of public education.

c. That present federal programs of specific aids be continued, expanded, and improved by consolidation and simplification of administration, and modified so that all federal monies for elementary and secondary education, educational goods and services, either direct or indirect, shall be expended solely for the support of public schools. The federal government must be responsible for the added costs of educating youth whose presence in the local district is due to federally connected jobs or programs.

d. That further expansion of federal support to education be general in nature, and that these funds be allocated without federal control for expenditure and suballocation by state education agencies.

e. That the amount of aid be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. That legislation be consistent with the constitutional provision respecting an establishment of religion and with the tradition of separation of church and state, with no diversion of federal funds, goods, or services to nonpublic elementary and secondary schools.

g. That the legislation contain provision for judicial review as to its constitutionality.

h. That all federally supported educational programs, including those now assigned to other federal agencies (except those programs designed to train armed forces personnel), be administered by the U.S. Office of Education.

i. That where federal funds are presently provided to K-12 nonpublic schools, these funds be discontinued; however, until such funds are discontinued, these funds shall be controlled by public education agencies and be limited to tuition-free schools that meet all standards required of public schools. (This is not intended to apply to federal school lunch and milk programs.)

ALLERGIES

GILBERT D. BARKIN, M.D., *consultant in allergy, Washington Sanitarium and Hospital, Takoma Park, Maryland, and chairman, Pediatric Section, American College of Allergists;* and **JOHN P. McGOVERN, M.D.,** *clinical professor of allergy, the University of Texas Graduate School of Biomedical Sciences, Houston, and past president, American College of Allergists.*

□ **One out of every 10 Americans suffers from a major** allergic condition and at least one out of three will show some manifestation of allergy. It has been estimated that each day, 37,000 people are absent from work because of asthma and hay fever. Each day approximately 29,000 absentees have sinusitis, for which allergies are responsible 80 percent of the time.

Everyone has heard of occasional sudden and dramatic, even life-threatening, allergic reactions to bee stings or penicillin injections. But more often allergic reactions are caused by repeated exposure to a combination of ubiquitous allergens over a period of time that surmounts the resistance levels, or thresholds, of millions of individuals. For example, persons who are sensitive to ragweed may have hay fever symptoms if the pollen count in the air rises higher than their respective thresholds.

Specific factors, such as infection, changes in climate or temperature, and the "three E's" (emotion, excess exertion, and endocrine factors), can cause an individual's threshold to vary. Thus, obviously, symptoms can be produced in an allergic individual by lowering his threshold, by increasing his exposure to allergens, or by a combination of these two factors.

It should be stressed that an allergic patient with observable symptoms is almost invariably sensitive to a number of different types of allergens, usually those that he inhales, such as house dust, mold spores, pollen granules, certain substances with odors, animal danders, and many other allergens. Sensitivity to animal hair, dander, and feathers can be caused not only from household pets but also from feather pillows and from horse and cattle hair used in clothes, furniture, and rugs.

Food sensitivity usually plays only a minor to moderate role, although occasionally a patient will demonstrate exquisite sensitivity to several food allergens.

The total additive effect of these multiple allergens (most of which can be seen only under a microscope, if at all) may cause swelling of tissue, production of excessive mucus, tightening of smooth muscles, itching and breakdown of the skin, hives, wheezing, coughing, sneezing, lassitude, headaches, or numerous other symptoms. It is important to mention, however, that, although allergy is by far the most common cause of these symptoms, other diseases may produce some of them.

Obviously, our allergy patients would have no symptoms if we could completely eliminate all allergens. This is an impossible task in the case of respiratory allergy, since inhalant allergens (those in the air we breathe) almost invariably play the major role. Even partial elimination, however, can be most helpful to anyone with respiratory allergy, and this an individual can accomplish in several ways.

He should keep his windows closed at all times. If he is affected by temperature changes or by dust and pollen in the air, an effective airconditioner is almost a must for partial relief. Efficient, well-maintained units will decrease the amount of dust and pollen by filtering the air within the house.

Filters should be replaced about every two to four weeks depending on how much particulate material has accumulated on the filter. Even though an airconditioner is always of value to an allergic patient because it filters the air, he must be aware that overrefrigeration or sudden temperature changes may be harmful and that he should therefore maintain a comfortable uniform temperature.

Proper humidification is most desirable if the nose is to function efficiently, since it is the nose that helps to humidify and filter air that is breathed. Between 40 to 50 percent is the best level for humidity in the home. In some areas of the country where the temperature fairly frequently drops below 25 degrees, storm windows may be necessary to maintain that high a level.

Synthetic fabrics, low pile rugs, and, if possible, closed heating vents are desirable in the bedroom. Dogs, cats, birds, and similar pets should not be allowed in the bedroom or, if allergy is severe, inside the home. (For information on additional environmental control measures, which may sometimes be necessary, write to the Allergy Foundation of America, 801 Second Avenue, New York 10017.)

An asthma attack involves constriction of the muscles of the bronchial tubes and a resultant narrowing in the opening of these tubes, or bronchi. Mild medicines given by mouth may be used first to help open the tubes for relief of coughing and/or wheezing. If these are not sufficient to relieve the symptoms, then carefully determined amounts of epinephrine (adrenalin), which is safe and effective, may be given by injection and repeated three times at 30-minute intervals. It is generally better to avoid use of nebulizers, since patients tend to overuse them and to become too dependent on them. Of course, all medication procedures should be under a physician's direction.

Asthmatics produce an increased amount of mucus in the bronchial tree during an attack. This mucus may become thicker due to its loss of water content from rapid breathing, excessive perspiration, and, often, vomiting. It is extremely important to keep the mucus thin and watery during periods of attack. This may be accomplished by the frequent intake of small amounts of liquid in the form of fruit juices, water, tea, or other beverages, none of which should be either very hot or very cold. (Regular urination is generally a sign of sufficient fluid intake.) A humidifier in the room may also be of some help. Expectorants, pos-

tural drainage, or other techniques are required occasionally.

Allergy alone usually does not cause significant fever (over 100°F orally or 101°F rectally), and there may even be a drop in temperature due to an active allergy. Should there be significant fever, this would indicate the presence of infection.

Understandably, persons who have difficulty breathing because of asthma or who have other such distressing allergy symptoms as intense itching, nasal and postnasal drainage, blockage of ears, sinuses, or nasal airways, or persistent headache can be nervous, tense, and irritable. Members of the family, who are naturally concerned with the patient's comfort, very frequently will feel and respond to the tension of the situation. In such cases, the patient and, sometimes, immediate members of the family may benefit from medication for relaxation. Work, appropriate exercise, and diversions of a relaxing nature should be encouraged.

Treatment of acute attacks of sinusitis secondary to allergy should begin immediately. Antihistamines help to decrease swelling of nasal and sinus mucous membranes by competing with the action of histamine on these tissues. Vasoconstrictors constrict blood vessels and prevent leakage of fluid into tissues, which causes swelling. These medications should be individualized for each patient. Frequent use of nose drops and sprays is unwise, as this may develop into a habit and result in membrane damage.

Treatment should include thinning out of secretions in the blocked sinuses so they can drain from the sinus under the nasal turbinates (flaps in the nose) into the nose; forcing fluids by giving a glass of water or other liquid every hour; applying heat to the affected sinus (this area can be located easily by the pressure it produces); and using water in a steam vaporizer.

Sinus blockage can cause severe headache and much discomfort. Most people are conscientious enough to

attempt to continue their work and in doing so tend to brace themselves by tightening many muscles, which frequently produces discomfort in the back of the head, neck, shoulders, and lower back. In such cases, medications for relaxation may be helpful.

Yellow or greenish sinus drainage indicates infection that may require specific antibacterial treatment. In allergic patients, this treatment must be individualized so as to prevent further sensitivities from developing. The patient should consult his physician before attempting to medicate himself with antibiotic or sulfonamide drugs.

The therapeutic goals of allergy treatment are to—

1. Use *total* allergy management to raise the patient's threshold and thus decrease the number and severity of attacks.
2. Prevent complications and/or permanent damage, such as atrophy of nasal membranes, anosmia (decrease or loss of sense of smell), hearing loss, chronic sinusitis, recurrent headaches, emphysema, nasal polyps, or emotional stress and anxiety in the patient and those who live and work with him.
3. Promote healthy living patterns. When they are ill, most people display a natural tendency to limit their activities. In the case of a recurrent illness, such as allergy, repeated and prolonged limitations can become most depressing; therefore, all normal activities are to be encouraged. However, if any specific activity should cause a flare-up of an allergic condition on three consecutive occasions, the activity should be discontinued for a few months and then tried again.
4. Prevent or limit occupational disability.
5. Aid in prevention of new allergies. In a sense, allergies are like wolves in a pack. If one allergy appears, other forms of allergy are generally present or will show up later.
6. Increase chances of immunologically "burning out" an allergy. By proper treatment and the raising of their thresholds, a majority of patients will experience a reduction in the number and severity of allergic episodes, as well as a decrease in the possibilities of complications. Optimally, a patient loses, or burns out, his state of hypersensitivity, in which case he no longer has allergic symptoms even when exposed to relatively large quantities of allergens. Patients who begin allergy treatment at an early stage and maintain it consistently under proper and comprehensive management achieve this goal much more frequently than those who do not.

Hyposensitization is fundamental in an effective approach to the treatment of allergic conditions. The object of this therapy is to help the patient become less sensitive to offending allergens (to raise his threshold). Proper selection and strength of antigens are determined by an accurate history of the patient's reaction pattern and by physical examination for allergic signs, along with experienced application and interpretation of skin tests. Injection therapy can only be effective with the correct selection, consistent potency, and proper dilution of antigens, individually adjusted for each patient.

The schedule of treatment with antigens may be seasonal (usually not highly effective), preseasonal, or perennial. The perennial method of treatment has proved to be by far the most successful form of therapy in the clinics and laboratories of this country. □

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a publication entitled "Unfinished Stories for Use in the Classroom," available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036.

What Should Jacob Do?

□ **When the teacher said that the class** was going to start long division, all the boys groaned. Jacob had wondered about dividing big numbers, so he thought long division might be interesting, but he groaned too, because the other boys did. When the bell for fire drill interrupted Miss Hibbing while she was reading a story aloud, the boys cheered. Jacob wanted to hear the end of the story, but he cheered too, because the other boys did. When the principal asked all the classes to make safety posters and the other boys said that was a sissy thing to do, Jacob chimed in, although he loved to make posters.

Ever since first grade, Jacob had been acting as though he disliked school, because the other boys acted that way and he didn't want them to think he was an oddball. He wanted to be one of the guys.

Jacob had the boys fooled so far, but this year he was afraid Miss Hibbing would give the show away. One day when he had made good grades on all his tests she had said, "I can't see why you don't like school when you do so well in your work."

"School's a big fat drag, that's all," Jacob had answered, and the boys had laughed.

In science one day Miss Hibbing gave everybody some beans to take home and plant. "Watch them grow," she said, "and when the leaves appear, bring the plants to school."

On the way home, most of the boys threw their beans away. Jacob, however, dropped his into his pocket, and when he got home he followed his teacher's instructions for planting the seeds in a tin can and put them in a sunny window.

In a few days the beans sprouted, and then some tiny leaves appeared. Before long the plants were growing so fast that he could almost see them getting bigger while he watched them. It all seemed like a miracle to Jacob, who'd never grown anything before. He was sure his plants were the best ever and he wanted very much for Miss Hibbing to see them. If he took them to school, though, he knew the boys would laugh and jeer at him. He dreaded that, but he was tired of having to cover up his real feelings.

What should Jacob do?

Thoughts To Think Aloud:

1. How can a boy be himself, doing the things he likes to do, and still stay friends with the other boys?
2. Is it possible that some of the other boys might feel as Jacob does but might also be afraid to show it?
3. How is Jacob cheating himself? □

My special miracle

This piece by **ELAINE VAUGHAN**, *a member of the Forsyth County High School FTA Chapter in Cumming, Georgia, won second prize in the 1970 Future Teachers of America Writing Competition, "The Teacher I'm Going To Be."*

□ **There are many fine reasons for one's deciding to** become a teacher, but mine is perhaps one of the most unusual of all.

It is said that one can never really know what an ordeal an experience can be until he has lived through it himself. These are truly words of wisdom. I know, for I have lived through such an experience. I was born into a world of darkness. Oh, I was not totally blind. At times I could see tiny specks of light, but I could not see such things as butterflies, flowers, and people's faces. For almost six years, I did not even know what my mother looked like.

What made my plight bearable was not knowing that I was different from other people. No one had ever explained to me that I was practically blind, so I thought everyone lived in darkness.

Just surviving those early years was a miracle in itself! I was always walking into walls when I was certain that there was a door there or tripping over chairs I could have sworn were not there before. I even got lost in my own front yard when I forgot to take special notice of where I was going.

Then one day a miracle happened.

On a Saturday afternoon in early April, my parents told me I was going to visit a very special man. I had no objections; I always enjoyed going places in my father's truck. Afterward, I heard my parents discussing the doctor we had visited.

"He couldn't do any damage," my father said. "Perhaps an operation could restore Elaine's sight."

My mind was full of questions. What was sight? What did "restore" mean?

"Sight is something that helps you to know colors and shapes," he said. "Restore means to give back."

My next question was one for which he had no answer: "How will they give me back what I never had to begin with?"

A few weeks later my parents took me to a hospital. For a little while, I thought being there was exciting. I liked being in strange, new surroundings, but the novelty soon wore off.

The nurse sent my parents out of the room, and told me to stay in bed. I didn't want to obey this command, so I kept getting up and trying to explore the room. When the nurse became quite firm about my staying in bed, I told her exactly what I thought of her. I was determined to have my way, so I went into one of my tantrums. I kicked, screamed, and cried. What happened? At home, my tantrums had never failed to get me what I wanted, but they seemed to have a different effect here. Instead of getting my way, I got poked in the arm with a hypodermic needle and soon I could fight my drowsiness no longer.

The next thing I remember is waking up in a strange bed with my mother at my side. She was speaking to me gently, telling me that I must not touch the bandages that covered my eyes and forehead. She promised me a wonderful surprise if I would leave those bandages alone for a few weeks.

Finally, the weeks were over and the bandages were removed. I opened my eyes and looked around the dimly lighted room. I could *see!* I cannot tell you how I felt at that moment, but it was as if I had come alive after almost six years of death.

My life from that day forward has been somewhat strange. For many months, I feared the coming of darkness at the end of each day. I was afraid the morning might not return and that I would be forced to go back to the world of darkness I had known before. It was not until I entered school—a public school—that I realized that God had given me sight to treasure for more than a couple of months.

Years have passed since that remarkable day, but I remember it as clearly as though it were only yesterday. How can I recall something that happened so long ago? I really don't know. Perhaps I remember it because it was a new beginning for me. Another reason may be that God wants me to think of it whenever I get discouraged and want to give up my dream of becoming a teacher. When this happens, all I have to do is think back over the years and see a lonely little girl whom everyone pitied because she was too blind to really know what life was. Then I realize that if things had been just a little bit different, that little girl would not be able to see today.

Not many children will ever know the miracle that I have known. There are more than a few who will spend their lives in total darkness, and life for them will be difficult. They will be lonely a good deal of the time and will often falter because they think there is no one who can understand them.

Knowledge is one of the few things that can help bring light into their world. It is indeed a terrible thing to be blind, and when these children are old enough to really learn, they will need a teacher who knows how they think and who can sympathize with them without pitying them. They will need someone who can help them "see" with their hands and their hearts instead of their eyes, one who can help them know a better tomorrow. Yes, they will need a very special teacher, and that is the teacher I'm going to be! □

HOMOSEXUALITY

MARTIN HOFFMAN, M.D., *staff psychiatrist, Center for Special Problems, San Francisco Health Department; author of* The Gay World: Male Homosexuality and the Social Creation of Evil. *Basic Books.*

☐ **After addressing myself to a general discussion of homosexuality, I will discuss** a few of the problems educators may face in dealing with homosexual students. I will confine my discussion mainly to male homosexuality, because almost all of my research and clinical experience has been with homosexual men.

A serious study of homosexuals will quickly dispel the following common misconceptions: All homosexual men are effeminate; all homosexual women are very masculine; both can be recognized—either at first glance or after getting to know them. Not so. It's very common for a person to be completely startled by the discovery that a close friend or family member is homosexual.

Another stereotype is that homosexual men are especially fond of sexual relations with children, hang around schoolyards, and seduce little boys. The fact is that the average adult homosexual has no more interest in sexual contact with children than does the average heterosexual. There *is* a premium on youth in the gay world, but this is also true in the straight world: The late teens and twenties are considered the years of greatest attractiveness. (Do you ever see women in their forties featured in the centerfold of *Playboy?*)

Along with the stereotype that homosexuals are fond of sexual relations with children is an analogous one—that homosexuals are unusually prone to violence. Statistical studies of sexual crimes indicate that this is simply false.

Another, more complex stereotype is that homosexuals are necessarily unhappy. Of this, two things must be said. First, many homosexuals lead comfortable, productive lives. Many settle down to a dyadic relationship with another member of the same sex. Homosexuals are to be found in all socioeconomic, racial, and religious groups, and many hold positions of eminence and great responsibility in business, government, and the professions. Nonetheless, because our present society makes it difficult for homosexuals to be happy, many of them are not.

Many of the phenomena of gay life are understandable if we look upon homosexuals as an oppressed minority group. Many homosexuals are preoccupied with being homosexual; some engage in protective clowning; some identify with the dominant group and attack their own group; some will develop close ties only with other homosexuals. All these characteristics are typical of groups that have been victimized by a hostile majority culture and can be found in blacks, Jews, and many other minority groups all over the world and throughout recorded history.

Since so many homosexuals are made unhappy by social pressures, they are frequently found in psychiatric consulting rooms. Agreeing with Freud that sexual orientation can rarely be changed, many psychiatrists encourage the homosexual to make the best possible adjustment to his situation, to throw off his guilt, and to try to develop healthy relationships, both personal and sexual, with other homosexuals. A few feel therapeutically more ambitious than Freud and claim that they can "cure" homosexuality.

I have no doubt that some individuals, if really desperate to change, can be induced to give up what they regard as their sinful ways and go straight. What I object to is the claim several of these psychiatrists have made (implicity or explicitly) that the average homosexual can be made heterosexual or that this procedure could solve homosexuality as a social problem. In my opinion, such claims would be as farfetched as suggesting that the way to solve the problem of a Jewish state in the Middle East would be to convert all the Jews in Israel to the Islamic faith.

My conviction is that we are going to have to accept homosexuality as a valid way of life and remove the social and legal stigmas that are now attached to it. Unless we do so, the suffering will continue. I say this because my professional experience and reading indicate that very few homosexuals have a real wish to change and because even if they did, most couldn't be changed by any method known to modern science. Therefore, the best means—indeed the only means—of dealing with homosexuality as the serious problem it clearly is would seem to be to deal with homosexuals in the same way that we should deal with other minority groups.

This brings us to the interrelated questions of the cause (or causes) of homosexuality and of whether it is a mental illness. A number of psychoanalysts advance a reasonably consistent theory that psychological trauma at an early age causes homosexuality in an individual who would otherwise have been

heterosexual because of an inherited predisposition towards "normal" sexuality.

While the theory of "traumatic homosexuality" undoubtedly applies to some homosexuals, I have found no good evidence indicating that it applies to all. For example, it may be true that a certain homosexual man suffers from a sense of chronic emasculation and thus is driven to perform fellatio upon other men in an attempt to incorporate their imputed masculinity, but it does not follow that all homosexual men are attracted to members of their own sex because of this or analogous mechanisms.

In my view, homosexuality as a descriptive term covers a number of different types of people whose routes into homosexuality may be quite dissimilar. Some may be homosexual because of biological determinants, some because of the kind of traumatic childhood that analysts describe, and some because of learned but *non*traumatic childhood factors. Furthermore, even when we speak of experiential (as contrasted with genetic) determinants, we should certainly not rule out the possibility that the crucial factors in one's sexual orientation may occur not during childhood but later, e.g., in adolescence. We should also not assume that experiential and genetic determinants are necessarily mutually exclusive.

The truth is we really know very little about the origins of homosexuality. Speculation abounds but hard data are difficult to come by.

Actually the question of why people become homosexual is part of a larger question: What are the origins and mechanisms of sexual identification and sexual preference? Until we know how certain symbolic objects or other triggering mechanisms act upon sexual-arousal centers in the central nervous system, we won't know the answer to this basic scientific problem.

When we do find the answer to this question we will know not only why homosexuality exists but also why individuals become heterosexual. While we don't inquire about this latter issue because we don't consider heterosexuality a social problem, it is as legitimate a scientific question as the one about homosexuality.

Any psychiatrist who subscribes to the view that homosexuality invariably originates in trauma would certainly consider it to be an illness. I am unaware of any evidence for this theory, however, and I do not believe that homosexuality *per se* is an illness (and neither did Freud).

In a classic study, Evelyn Hooker, a research psychologist at the University of California, Los Angeles, compared 30 homosexual men not in psychiatric treatment with 30 heterosexual men of the same age, education, and IQ. She gave these 60 men a battery of psychological tests and obtained considerable information on their life histories.

Several of her most skilled colleagues then analyzed the data without knowing which of the test results were from homosexuals and which were from heterosexuals. These clinicians were unable to distinguish between the two groups, and the homosexual group showed no higher degree of pathology than did the heterosexual group. As a result of these findings, Hooker wrote: "Homosexuality as a clinical entity does not exist. Its forms are as varied as are those of heterosexuality. Homosexuality may be a deviation in sexual pattern that is in the normal range, psychologically."

Psychiatrists who claim that all homosexuals are sick presumably engage in a simple sampling error by assuming that their homosexual patients are representative of the homosexual community as a whole. They apparently forget that members of any group who go to psychiatrists are there because they are troubled people rather than a random sampling of the general population. As these psychiatrists have never studied homosexuals not in treatment, they overgeneralize about homosexuality on the basis of what they know about their patients. If they were to do this with members of a different minority group, they would be immediately called to task by that group's "anti-defamation committee."

Only recently have homosexuals begun to believe that they have any civil rights. Hence, they are slow to respond to what really amounts to an attack on their human dignity. However, such response has started and will, I think, increase in the days to come. Since the scientific evidence is actually *against* the illness theory, it will hold sway just so long as those psychiatrists who propose it are supported by a portion of the general population who find it hard to believe that homosexuality is acceptable sexual behavior. For them, the illness theory proves a good exit from their own dilemma in being unable to accept differences in sexual preference.

Finally, I'd like to say something about a few pos-sible problems that might confront the educator in dealing with homosexuals. It is essential here to make a distinction between the effeminate boy and the prehomosexual boy, who are not necessarily the same. An effeminate boy may or may not be prehomosexual. He may develop into one of a number of sexual categories: He may become a heterosexual who also has a fetish for female clothing or he might even turn out to be "normal."

It simply isn't possible to describe here all the permutations and combinations of problems associated with cross-gender behavior in children (i.e., tomboyishness and sissiness). In this regard, however, it is interesting to note how much more tolerant we are of tomboy girls than of sissy boys. This may very well be a causative factor leading to the higher incidence of male than of female homosexuality (about twice as much).

It's hard for a teacher to keep an effeminate boy's peers from making him feel like a worthless human being, but if it can be done it *should* be. Certainly, when grade school children show signs of serious, persistent cross-gender behaviors, teachers should refer them to the appropriate school authorities for psychological evaluation. I want to emphasize, how-

ever, that most prehomosexual students are not identifiable as such. They seem quite normal, and some prehomosexual boys are (contrary to stereotype) very good at sports.

When students have passed puberty, the matter becomes more complex, and the older the child gets the more I would question the value of a psychiatric referral (unless the student himself is troubled by his situation). Probably by the time senior high rolls around, sexual matters are settled for most homosexual students. In the majority of cases, I believe that a teacher or any other educator can do nothing to affect a student's sexual preference.

Nevertheless, if the parents seem troubled by the student's behavior, the entire family should probably be referred for counseling. In many of these late adolescent cases, it is the parents who need help and not the student. I believe that what the student really needs is acceptance from the family, and in many cases this is only possible if the parents are told (by someone they will listen to) that they cannot change their child's sexual preference. The only choice *they* have at this stage is how much guilt they will burden the child with. □

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on reports from the U.S. Department of Health, Education, and Welfare and American Education.

Has Head Start had an impact on community institutions?

Yes, Head Start has played an important role in influencing local institutions to become more responsive to the needs of the poor, according to a recent study by Kirschner Associates, Inc. The organization conducted field research from July 1968 through January 1970 in 58 communities with full-year Head Start programs and, for comparison, in other communities with little or no exposure to Head Start.

Here are some of the findings:

- In every one of the 58 communities, many program and policy changes in public school and health organizations have occurred. The communities with little or no Head Start experience showed few such changes.
- A total of 1,496 changes were identified in the 58 communities—1,055 in education and 441 in health care.
- The changes took place in educational and health institutions that traditionally have been controlled by professionals not notably responsive to the needs of low-income people—nor willing to share their authority with the public, particularly the poor. These institutions have changed remarkably in their concern with the problems of poor and minority groups.
- The changes have occurred in less than five years and during the period when the Head Start program was introduced into the localities studied.
- Many of the changes observed—in curriculums, in schedules, in approaches, in services, in involving the poor in positions of influence, and in the employment of neighborhood people in para-professional jobs—reflect major goals of Head Start.
- In the 42 communities studied intensively, people associated with local Head Start programs played key roles in bringing about these changes in health and educational services.
- In most cases, the influence of Head Start lay not so much in proposing and executing changes as in setting an example for community changes and in supporting the changes after they were introduced.
- Head Start centers with a great deal of parent participation were more actively involved in this change process than other Head Start centers. The type of agency operating a local Head Start program did not seem to make a significant difference in terms of Head Start's involvement.

Can a high school counselor accurately predict a student's success in a chosen field from adolescent personality test profiles?

Yes, according to Project Talent researchers William W. Cooley of the University of Pittsburgh and Paul R. Lohnes of the State University of New York at Buffalo.

In 1960, the Talent staff undertook a massive, long-range effort to see whether educational and vocational choices—and achievement in a chosen field—might be predicted from adolescent personality test profiles. They developed a battery of 100 tests to measure ability, achievement, interests, and other adolescent personality characteristics and administered them to almost half a million students.

From the follow-up interviews of students five years after high school graduation, Cooley and Lohnes were able to identify relationships between Project Talent test predictions and the educational pattern these students actually followed. They found that there was a unique profile for mathematicians, and, in fact, one for each of the other major fields. The profiles were so accurate that they outguessed the students themselves in many cases. For example, high school seniors who had engineering profiles but planned to major in some other field were likely to have switched to engineering during the five years after high school.

The profiles also had predictive value with regard to success in the major field of study, enrollment in graduate school, and choice of graduate major, as well as to choice of jobs in those cases where students were working. Project Talent will follow these students for 20 years to see whether these patterns of aptitude and interest can also be used to predict long-range success on the job.

A high school counselor will soon be able to test his students and, with histories of the Talent students at hand, point out the paths that others with similar profiles have taken and the success they have had. The process of making comparisons is highly complex, and a Talent group at the American Institutes for Research is programing a computer to aid the counselor. However, the idea is not to advise a student to become a doctor or lawyer but to explain that he possesses general capabilities that would prove useful in a variety of specific jobs.

SOME RISKS ARE SO GREAT THAT THEY ARE BETTER SHARED. THAT'S WHAT INSURANCE IS ALL ABOUT.

□ **Some risks are so great that they are better shared.** That's what insurance is all about—the sharing of risks. In calculating risks and in setting insurance guarantees and premiums, actuaries use solid, predictable data on risks: life expectancy tables and experience records on mortality, morbidity, and probability.

On individual policies, companies assess each person as to risk and probability of the claim and thereby calculate the rates or charges. This is called underwriting.

Occasionally, insurance programs are made available to an entire group. Group policies do not require individual underwriting, since the estimate of risk and claims can be calculated on the basis of the group's characteristics or upon previous experience with other groups. Group policies guarantee coverage to all bona fide members of a group and generally can be sold and administered economically.

Although group plans do not offer the individual as much freedom in selecting coverages and amounts as individual policies do, they offer greater efficiency and a greater spread of risk across a larger group of participants. Another frequent feature of group policies is that the sponsoring organization or employer may share the cost of the protection.

Probably the most common form of insurance is life insurance, the purpose of which is to protect those for whom the insured—usually the chief breadwinner of a family—is responsible. It is designed to provide income for the members of the wage earner's family in the event of his untimely death or disablement.

Life insurance can provide cash for immediate needs, readjustment money for the family, income during the years of need (for example, when the children are growing up); it can finance education for children, provide a continuing income for a spouse, and assist in financing retirement.

Term insurance offers pure protection. It does not develop paid-up values or accumulate cash surrender value, but it provides the maximum amount of protection to dependents at the lowest possible cost. Term is cheapest in one's younger years, increasing in cost periodically as the probability of death increases. It is important that the insured purchase renewable term, which he can renew at the end of each term without having to take another physical exam. Many term policies allow the insured to convert to various forms of permanent protection without periodically having to meet health requirements.

Because of its comparatively low price, term insur-

ance offers an overriding advantage for families of moderate income by enabling them to afford large amounts of insurance during the years when they need maximum protection.

Ordinary life insurance is a combination protection and savings program. It generally includes some savings designed to pay the cost of premiums after retirement. Hence, in the early years, the premium buys a little more than just the pure protection for those years. The additional payment is credited to the cost of protection in the later years. As a by-product of this process, cash values accrue. In most insurances, cash values accumulate rather slowly; however, they can be used as security for a loan or will be paid the insured if he is forced to terminate the policy. Ordinary life is more expensive than term in comparison to benefits but partially offsets these costs by developing cash values and purchasing paid-up insurance.

Endowment policies, which are the most expensive in terms of the protection, are life insurance policies with the major emphasis on savings. In addition to providing insurance, they begin to provide income at a given age while the insured continues to live.

Accidental death and dismemberment insurance (sometimes referred to as double indemnity) is a commonly available feature of basic life insurance policies. It is also becoming more and more available as a separate policy that provides rather generous protection per premium dollar in the event of an accidental death or dismemberment.

An increasingly popular type of life insurance is a low cost "credit" insurance, which stipulates that in the event of the death of the insured, the insurance company will assume certain obligations (credit-card purchases, for instance) that he might owe.

Medical insurance, which helps pay the cost of health care, is quite generally available as a group insurance. Frequently, the employer pays a part or even all of the cost. Medical insurance is probably the most common fringe benefit available to teachers. In general, there are four kinds of coverage: (a) hospital expense benefits, (b) surgical expense benefits, (c) major medical insurance, and (d) supplemental or special risk coverages.

Hospital insurance provides payments for the cost of hospital room, board, and related expenses. It includes such items as medication, X ray, and the use of operating rooms and intensive care units. The two most common ways of obtaining hospital insurance are through plans developed and administered by insurance companies and through the Blue Cross national organization. In some localities, clinic-type services are also available for this kind of protection.

Surgical expense programs, which are usually written in conjunction with hospital expense programs, are commonly administered by insurance companies or by a national service organization, Blue Shield. The sums paid are generally in accordance with a schedule of fees for kinds of operations listed in the policy.

Major medical coverage is an important companion protection to the basic hospital and surgical policies. It provides protection against the major cost of serious or prolonged illness or injury. It covers virtually every kind of medical expense and provides reimbursement for expenses over and above those covered by the basic hospital or surgical policies. It usually has a deductible ($50 or $100) feature and usually includes coinsurance provisions so that the insured person pays a percentage of the cost over and above the deductible amount. These two features keep down the cost of the premiums.

A variety of special insurance programs (supplemental and special risk protection) has developed in the health and accident or medical insurance field. Such policies as in-hospital income, dread disease, cancer, dental, optometrist, and prescription services illustrate this type of protection. Supplemental policies do not pretend to provide and should not be considered as providing adequate protection in the health and medical field by themselves.

Income continuance (disability) insurance helps replace income loss when a wage earner cannot work because he is sick or injured. The amount of replacement income and the length of time it will be paid can be chosen to fit particular needs. The maximum benefit is usually no more than 60 percent of the individual's earnings, but proceeds from such policies are usually tax free. Some policies pay benefits from the first day out of work, but most provide for a wait of a week, a month, or even a year. The choice depends partly on how much the policyholder is willing to pay for benefits and on how long he can go without income. Teachers would be wise to adjust the disability income protection they purchase to their sick-leave provisions. Coordination with retirement system benefits and with social security provisions is also wise.

Annuities might be said to carry the savings features of life insurance programs to their ultimate. An annuity is really a retirement program and should,

In reviewing your own portfolio you may want to consider the insurance programs available from NEA:

1. Life Insurance
2. Accidental Death and Dismemberment Insurance
3. Homeowners Insurance
4. In-Hospital Income Plan
5. Tax-Deferred Annuity
6. Mutual Fund

For further information on the first four items, write to:

NEA Special Services Division, Room 915
1156 Fifteenth Street, N.W.
Washington, DC 20005

For a free prospectus on the fifth item, write to:

Tax-Deferred Annuity Program
Post Office Box 1088
Springfield, Illinois 62701

For a free prospectus on the Mutual Fund, write to:

Educators Fund Management Corp.
1156 Fifteenth Street, N.W.
Washington, DC 20005

for teachers, be viewed as supplemental to the basic teacher retirement system. Generally a person buys an annuity to guarantee a definite income for as long as he lives—he may receive more payments than he originally put into the annuity. The annuity's cost depends upon a person's age, sex, and the type of annuity he selects.

Annuity protection can sometimes be incorporated into life insurance policies as well as purchased separately. Both individual and group policies are available. Most teachers who wish to supplement their retirement systems will do so through individual policies; group policies are usually company or district developed and are, in effect, organized retirement systems.

Most teachers will qualify for tax-deferred annuity programs. Federal law permits educational employees of state and local school jurisdiction and of other qualifying nonprofit organizations to invest a portion of their income in annuities and to defer payment of income taxes on such invested income until they retire and finally receive the annuity payments, at which time they will probably be in a lower tax bracket. This offers the teacher an advantageous program to supplement retirement income.

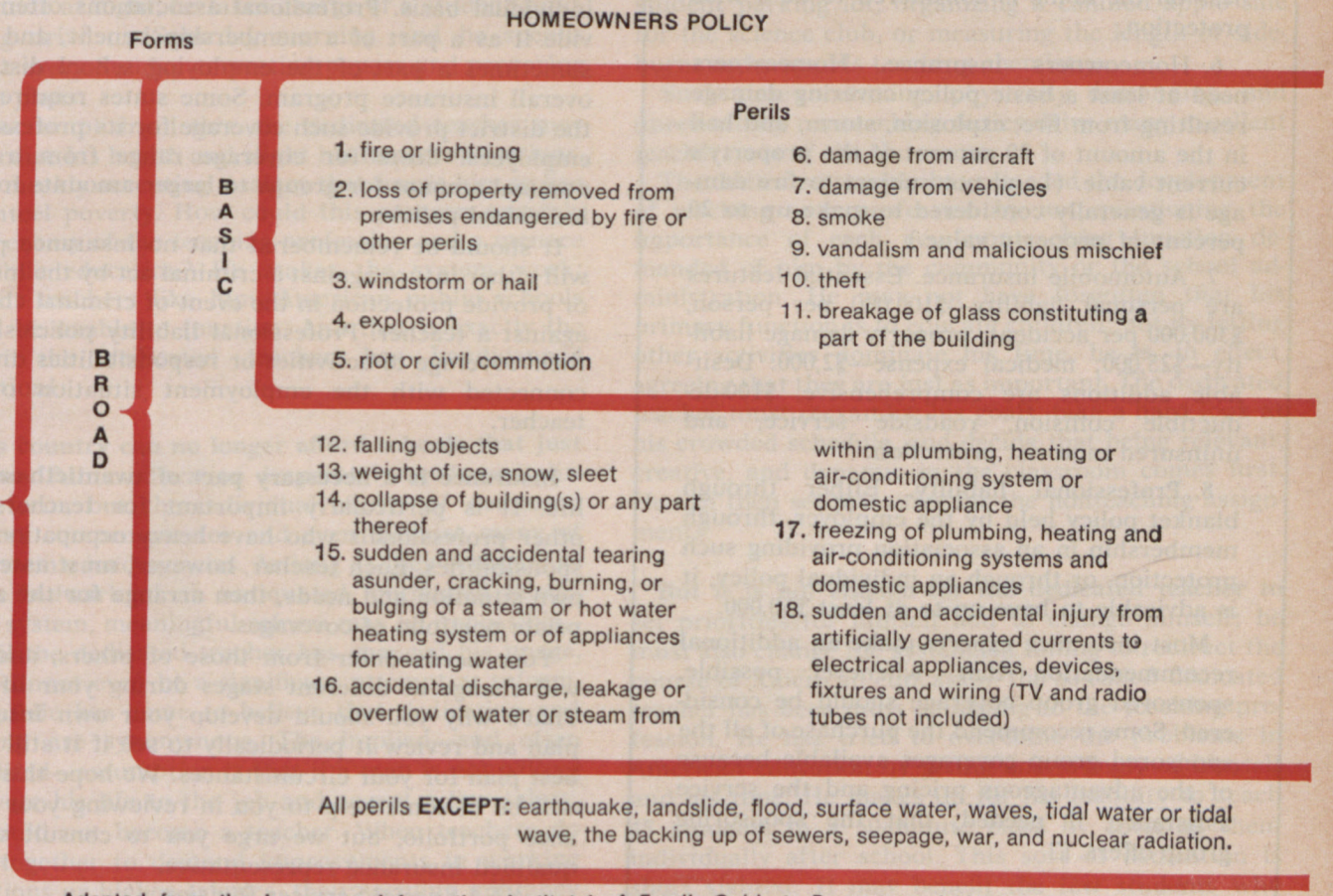
Property/liability insurance is designed to provide coverage for damage to or destruction of property—both from natural and from man-made hazards. It also pays damages to people who happen to be hurt while on your property or whose injuries may in some way be attributable to you or your property. The most usual forms of such insurance are homeowners, fire, and auto.

Fire insurance is the most common insurance on property. But coverage for damage from hazards other than fire or those indirectly related to fire damage has been gradually added. Over a period of time, these broader coverages became known as broad form or homeowners insurance—policies that cover your house, garage, and other structures on your lot. Buildings used for commercial or manufacturing purposes, or those you rent or lease to others, are not covered. Your personal property is covered, however, and this includes household contents and other personal belongings used, owned, worn, or carried by you or your family.

It is considered a good practice to have such valuables as antiques, furs, jewelry, and paintings insured separately, because they may not be covered for their full value under the limits set for personal property in a homeowners policy.

An important feature of a homeowners policy is that it takes care of the increase in living expenses that would become necessary if you could not occupy your house because of damage caused by a peril you are insured against.

When you purchase a homeowners policy, the number of perils your property is insured against depends on what coverage you select. You can get an idea of


HOMEOWNERS POLICY
Forms
Perils
COMPREHENSIVE
BROAD
BASIC
1. fire or lightning
2. loss of property removed from premises endangered by fire or other perils
3. windstorm or hail
4. explosion
5. riot or civil commotion
6. damage from aircraft
7. damage from vehicles
8. smoke
9. vandalism and malicious mischief
10. theft
11. breakage of glass constituting a part of the building
12. falling objects
13. weight of ice, snow, sleet
14. collapse of building(s) or any part thereof
15. sudden and accidental tearing asunder, cracking, burning, or bulging of a steam or hot water heating system or of appliances for heating water
16. accidental discharge, leakage or overflow of water or steam from within a plumbing, heating or air-conditioning system or domestic appliance
17. freezing of plumbing, heating and air-conditioning systems and domestic appliances
18. sudden and accidental injury from artificially generated currents to electrical appliances, devices, fixtures and wiring (TV and radio tubes not included)
All perils EXCEPT: earthquake, landslide, flood, surface water, waves, tidal water or tidal wave, the backing up of sewers, seepage, war, and nuclear radiation.

Adapted from the Insurance Information Institute's *A Family Guide to Property and Liability Insurance.*

Develop Your Own Plan

☐ **Although varying circumstances require** varying coverages, the NEA Special Services Division recommends the following coverages:

1. Life insurance. The breadwinner should carry insurance equal to at least four to five times his annual salary.

2. Endowments and annuities. Since these are best considered in conjunction with family assets, retirement system benefits, and other matters of financial estate, NEA offers no guidelines.

3. Health and accident insurance. Minimum coverage consists of a basic hospital and a basic surgical benefit, backed up by a major medical policy. Hundred dollar deductible with 80 percent coinsurance up to $10,000 per illness is considered minimal for major medical coverage.

4. Income continuance. A satisfactory policy would provide 60 percent of current income with a waiting period of no more than 180 days (90 is better) and protection provided to age 65.

5. Mortgage insurance. Term insurance in an amount equal to the outstanding indebtedness on the home is considered to be a wise protection.

6. Homeowners insurance. Homeowners need at least a basic policy covering damage resulting from fire, explosion, storm, and hail in the amount of 80 percent of the property's current value. (Land not subject to fire damage is generally considered to make up to 20 percent of property value.)

7. Automobile insurance. Essential features are personal liability—$100,000 per person, $300,000 per accident; property damage liability—$25,000; medical expense—$2,000. Desirable additions are comprehensive, $100-deductible collision, roadside service, and uninsured motorist protection.

8. Professional liability. Either through blanket policy held by the employer, through membership in an association providing such protection, or through an individual policy, it is advisable to have up to at least $50,000.

Most insurance experts make an additional recommendation that, whenever possible, sponsored group coverage should be considered. Some recommend the purchase of all the sponsored group coverages available because of the advantageous pricing and the service assistance, if needed, that the sponsoring group offers. ☐

the possibilities from the chart on page 51.

Because of the vast amount of destruction automobiles cause, automobile insurance is a must. Of the three main types of auto insurance—liability, collision, and comprehensive—liability is by far the most important, and, indeed, some form of it is compulsory in most states today. Liability pays for the damage your car might inflict on another person or his property.

Collision insurance pays for the damage your car suffers in colliding with another car or with some object or in turning over.

Comprehensive insurance protects you against financial loss from such causes as theft, flood, fire, vandalism, and so on.

Your auto insurance can also provide coverage for medical payments you or riders in your car have to pay following an accident, regardless of who is responsible. And your policy can provide protection against uninsured motorists and hit-and-run drivers, paying mainly for bodily injuries you sustain.

Many jurisdictions allow teachers to be sued for damages that might be suffered by students or other persons. Professional liability insurance provides protection from civil suits for damages or for misperformance as a teacher. Although such suits are not always successful, there have been instances of rather large settlements awarded damaged persons.

Professional liability insurance is available on an individual basis. Professional associations often provide it as a part of a membership benefit, and it is sometimes a part of the employing school district's overall insurance program. Some states require that the district provide such coverage for its professional employees. Costs for coverage range from a very nominal amount for groups to larger amounts for the individual policies.

It should be remembered that no insurance policy will either insure against a criminal act by the insured or provide protection in the event of criminal charges against a teacher. Professional liability policies limit their coverage to activities or responsibilities directly connected with the employment situation of the teacher.

Insurance is a necessary part of twentieth-century life. It is particularly important for teachers and other professionals who have heavy occupational responsibilities. Each teacher, however, must assess his own situation and needs, then arrange for the appropriate portfolio of coverages.

Your needs differ from those of others, and they will change at different stages during your lifetime. That's why you should develop your own insurance plan and review it periodically to see if it still is the best plan for your circumstances. We hope this guide will be of some help to you in reviewing your insurance portfolio, but we urge you to consult with a qualified insurance representative.

—*NEA Special Services Division.*

The Dedicated Teacher Is the Teaching Profession's Greatest Enemy

says **ELIZABETH EDWARDS**, *teacher of ecology and history, La Mirada (California) High School.*

□ **The dedicated teacher has been glorified in movies** and on television as an altruist who, despite unsatisfactory or even hopeless educational conditions, inspires his students. Students know the dedicated teacher best. He is the teacher who cares.

Since he has too many students and too little time during class to give each one individual attention, the dedicated teacher compensates by devoting much time before and after school to specific student problems. His dedication does not end there. He supervises the cafeteria during his lunch hour, he revises a curriculum guide at night, he takes charge of a student fund-raising drive on Saturday morning, and he spends almost every Sunday correcting papers and preparing lesson plans.

To accomplish all this, the dedicated teacher may jeopardize his health and slight his family obligations, while meekly accepting a salary that forces him to live in genteel poverty. How could this paragon possibly be an enemy of the teaching profession and a menace to public education? He makes the system work; without teachers like him, American public schools would be unable to function. And that is exactly the reason the dedicated teacher has handicapped education!

This country can no longer afford schools that just function. Public education desperately needs revitalizing reform, but the individual efforts of dedicated teachers compensate for and even disguise many of the system's inadequacies. As long as they continue to be the bulwark of an antiquated, outmoded educational system, meaningful reform may be impossible.

Until the dedicated teacher has changed his image, there cannot even be a significant attempt at reform. The public has come to believe that dedication and teaching are synonymous. The implied—and often verbalized—assumption is that if a man is not willing to devote his life to the job and accept a low salary, he should not become a teacher. When teachers do band together to demand improvements in working conditions or higher salaries, their seeming militancy shocks the public. The sight of Johnny's first grade teacher carrying a picket sign is traumatic to parents who have grown complacent with the stereotype of the dedicated teacher.

The dedicated teacher created the image, and now we judge all teachers by it. For just as the public believes dedication to be one of the "givens" of public education, so do school administrators. The dedicated teacher has willingly assumed an ever-growing number of functions outside of teaching that have gradually become expected of all teachers. Few now even find it incongruous that a man with a master's degree in chemistry spends as much time checking boys' rest rooms, taking attendance, standing in the student parking lot, organizing a candied apple sale for the science club, or measuring the length of sideburns as he spends teaching chemistry.

Such time-consuming, physically demanding, and unrewarding nonteaching duties drive many excellent teachers out of the classroom.

The dedicated teacher has retarded the development of teaching as a profession by not questioning the importance of each new nonteaching function demanded of him by the community or the school administration. He may not have forgotten that his primary function is to educate children; but by letting other activities dominate his time, he is, in effect, agreeing that they are just as important. The dedicated teacher must reexamine his goals, take a hard look at his crowded schedule, and decide that being relevant, creative, and dynamic in the classroom comes first. He can then set priorities for the nonteaching assignments.

But it is not enough for the dedicated teacher to set priorities for himself and to change himself; he must also change the system. In failing to redirect the course of American education, the so-called dedicated teacher has been most damaging to the teaching profession. He has tried to overcome the problems in American education by giving unstintingly of himself and his time. He makes up for his inability to reach 45 students in a 50-minute class by tutoring them individually after school. This sort of dedication is short sighted: It may benefit the few students who

seek help, but it will never contribute to a lowering of class size so that all students can receive help.

Advances in education and the growth of teaching as a profession can only come about through a new concept of dedication—a group of teachers cooperating to set precedents and policies in education that will outlive any individual teacher. When the student-teacher ratio in a school becomes so unbalanced that teachers cannot do their jobs effectively, teachers must band together to lower the number of students for whom each teacher is responsible. These unified teachers will be professionals who realize that providing a good education for all students is their obligation. To achieve this, they may perhaps find it necessary to refuse to accept more than 30 students in a class.

Because some of their activities may disrupt the status quo, professional teachers will not always receive immediate praise and recognition. But they will have the greater satisfaction of eventually seeing American education live up to its often-stated but seldom-achieved goals and of seeing teaching become a fully recognized profession.

Teachers already have the necessary framework for cooperating to improve education. Their local, state, and national associations can guide their efforts to obtain a better education for all students and can help them evaluate the importance of the nonteaching jobs. Perhaps some jobs—like worrying about the length of boys' hair—should be left to parents. Other tasks, such as supervising the campus, making out tardy slips, running campus sales, typing reports, or scoring objective tests could be done more economically by teacher aides, clerks, or computers.

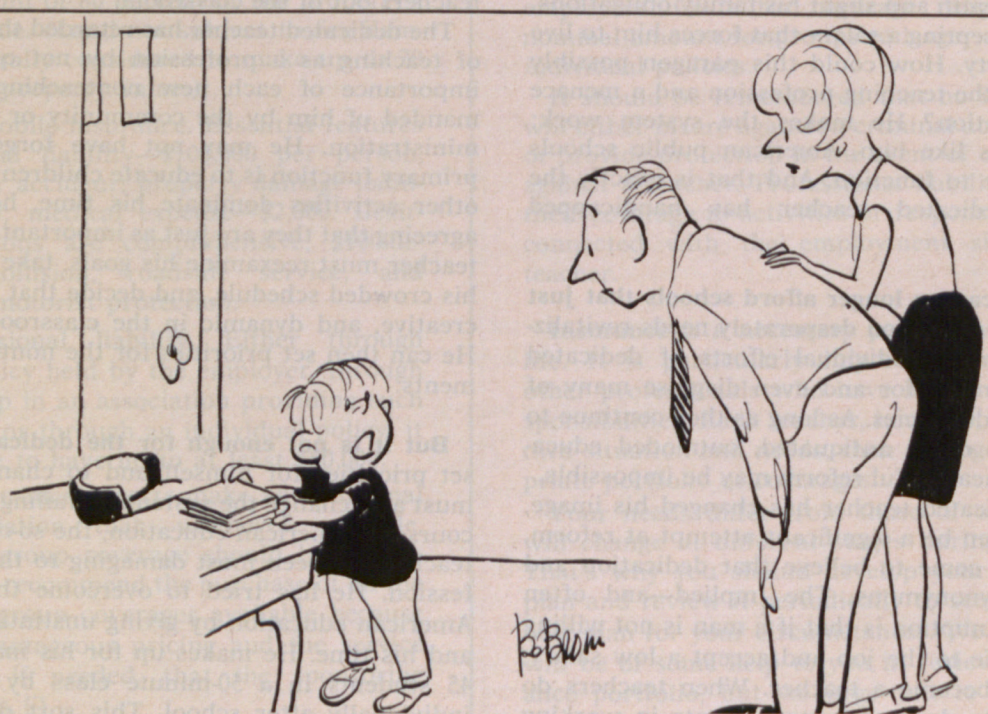
Once freed of these tasks, teachers can concentrate on the more important jobs. Teachers will not only continue to plan curriculum, to attend workshops in order to learn new techniques, and to belong to professional committees, but they will also assume an even greater role in determining educational policy. In fact, teachers, the real specialists in education, are needed in planning the changes that will make education relevant and meaningful.

Because the dedicated teacher does not put planning for educational change ahead of other nonteaching duties and because he is willing to do this planning in hurried lunch or after-school conferences, too much educational planning today consists of hackneyed revision of the "traditional approach" or too hasty adoption of some untried innovation.

Meaningful educational change cannot come from fatigued teachers trying to meet administrative deadlines, and it should not occur at the cost of a teacher's free time. Therefore, teachers must ask their educational associations to obtain released time for them or an educational specialist's fee whenever they participate in district planning committees.

When change does begin to occur in education, a new image of the teacher as a real professional will emerge. He will have community respect, enough time to do his job properly, and enough money to live as graciously as his neighbors. Once this new image comes into sharper focus, students, parents, and administrators will find to their delight that the professional teacher is the teacher who really cares. □

◆ *So you don't agree with this statement? Neither do all the* JOURNAL *editors, but we do agree that it may stimulate thinking and discussion. Send us your reactions for possible use in a future issue.*



"That sex education class was dumb!
They didn't even tell us why girls put out the wrong foot when they throw a ball."

Marking and Reporting Pupil Progress

□ **Marking and reporting pupil progress are perennial** topics for debate among teachers, parents, and pupils.

Some standard of achievement or performance is used as a measure of pupil progress. This standard may be teacher-set and/or based on standardized tests. A basic problem faced by the teacher is related to the philosophy of comparative marking within such grading standards.

In reporting a pupil's progress, should the teacher compare his current achievement with the achievement of his classmates or with his own past achievement and ability? Should he be compared with both himself and his classmates? These questions pose basic problems in educational philosophy that plague the teacher each time he tests, rates, judges, or marks a pupil.

Defenders of the viewpoint that a pupil's marks should reflect his relative standing in class say:

1. A pupil must accept realistically what his abilities are.
2. A pupil must recognize the areas in which he needs additional work.
3. Marks comparing a pupil with his classmates will give a college or an employer a better estimate of the pupil's abilities.
4. If a pupil realizes in school what his abilities are, he will not expect to be successful in areas in which he has little or no ability.

Defenders of the viewpoint that a pupil's marks should reflect the progress he has made in relation to his own past achievement and ability say:

1. A school's function is not to compare children with each other or to eliminate the less apt, but to provide opportunities for each to learn to the best of his ability.
2. Constant defeats do not give a child the supposed realistic and healthy attitude toward his abilities that proponents of competitive grading claim.
3. When individuals are being trained for particular vocations, comparative marking may be appropriate to distinguish the more able from the less able, but vocational selection is not the function of the school.

Educators who take a compromise view say that children should be compared both with their own past achievement and ability and with the achievement of their classmates.

In the spring of 1969, the NEA Research Division conducted a nationwide, sample survey of public school teachers on their methods of reporting pupil progress to parents. In answer to the question, "What method do you use to report pupil progress to parents? (Check ALL that apply)," the respondents replied:

A report card with a classified scale of letters (e.g., A-F)	71.6%
A scheduled conference with parents	40.2
A written description of the pupil's performance	17.4
A report card with a classified scale of numbers (e.g., 1-5)	9.4
A report card showing percentage grades	6.2
A report with either pass or fail	5.4

Analysis of responses revealed differences in the distribution for elementary and secondary teachers. Higher percentages of elementary than of secondary teachers use a report with either pass or fail, a written description of the pupil's performance, or a scheduled conference with parents. The percentages using report cards with classified letter scales or report cards with percentage grades are higher among secondary than among elementary teachers.

Common methods of marking and reporting—the letter and number systems, correspondence to parents, and the teacher-parent conference—have drawbacks. The letter and number systems have very definite weaknesses; they can tell only part of the story. And while correspondence with parents and teacher-parent conferences may be as broad in their evaluation of all aspects of the pupil's growth as the teacher cares to make them, they are time-consuming and pose specific problems in effective communication.

Increasingly schools are revising their report cards so that they are more detailed and reflect the skills children show. Report cards are being developed to fit the particular programs at the different grade levels. As a result, many parents are receiving information that is more descriptive of their children's progress.

Since the report card is often a main link between school and home, it is important that the card be an effective instrument of public relations. The trend now is to develop cards that convey the idea that school is interesting and that reports to the home are nothing to be feared.

Educators appear to be more concerned than parents about the inadequacies of marking and reporting systems. Several research studies indicate that parents tend to prefer whatever type of reporting system the school is currently using and that they often have unwarranted confidence in the precision with which grades can indicate a child's ability or foretell his future success.

Research and experimentation have revealed limitations in commonly used techniques for evaluating and reporting pupil progress and have also provided alternatives to those programs that accomplish less than what is desired. It is now common, for example, for pupil reports to have separate scales for judging academic achievement and for dealing with attitudes, personal-social adjustment, and other noncognitive aspects of development. Many reporting systems make provision for conveying to parents significant information about levels of reading achievement, health practices, and the like.

In recent years, the dual marking system appears to have gained a number of supporters. Such systems provide two grades: One reflects the child's achievement in terms of the group norm; the other, his achievement in terms of his own potentialities and abilities. Advocates of dual marking systems claim that they make it easier for a parent to understand the meaning of his child's grades.

The professional literature on marking and reporting indicates an increased awareness among school personnel that the reporting form must be supplemented by other contacts with the home. Other ways that the school and home exchange pertinent information about children include telephone conversations, various types of correspondence, parent-teacher interviews, and collections of a pupil's work.

Some educators suggest that it is a wise policy for the school to solicit the help of parents in devising marking and reporting systems. It seems likely that such a practice might result in improved public relations.

According to the literature, a further complication in making reports meaningful results from increased use of ability grouping. Teachers in schools that use homogeneous grouping often have difficulty assigning a letter or number grade which is both realistic and meaningful. In attempting to deal with this problem, many schools resort to multiple grading systems: The teacher grades the student using all of the letter grades of the system, but he also specifies the group in which the grade was earned.

Teacher marks and report cards furnish one means by which learning may be reinforced. They should not, however, constitute the sole or even the major means of reinforcement, nor should grades alone be made major incentives for learning. Little or no experimental work concerning this problem is reported in the literature.

Several educators have suggested that pupil motivation can be strengthened by having pupils participate more actively in grading. (See "Students Grade Themselves" in the October 1970 issue of TODAY'S EDUCATION.) However, a number have reported that children are not necessarily motivated by marks and that it is necessary to determine whether or not a marking system enhances a pupil's self-concept.

Another weakness in marking is the operation of the halo effect. Attempts have been made to identify the factors that influence teachers to rate pupils favorably, and research suggests that pupils rated highest by their teachers appear to be school leaders who are bright, persistent, and conscientious. It has also been noted that girls tend to be graded more favorably than boys for similar levels of achievement.

The primary purpose of any marking system is to communicate to parents the school's assessment of a pupil's progress. Therefore, it is important that everyone concerned understand the system. To accomplish this, a policy must be formulated that indicates the purpose of the marks, the substance of what is being evaluated, the sources of evidence employed, the basis of comparison, and the curricular reference of the marks.

Many reports indicate that teachers vary considerably in their marking practices. However, there is little research on procedures designed to create greater uniformity. It has been suggested that prospective teachers be required to take courses in educational measurement; that in-service training programs will help solve the problems; that joint committees of teachers, supervisors, parents, pupils, and administrators could help to develop criteria and guidelines.

The content of reports also needs more attention. Interviews with administrators and teachers reveal that they are more interested in how to report than in what to report. Even when statements and narrative reports are used to supplement the more formal grade reports, these convey little additional information. Some people suggest that in writing narrative statements, teachers should emphasize specific characteristics and behaviors when they describe skills, attitudes, and habits.

Although teachers would probably rank marking and reporting at the bottom of their list of preferred activities, there may be no other activity that has greater potential for interpreting the school program, for securing cooperation between home and school, and for promoting pupil development.

—NEA Research Division.

Current ideas on marking and reporting and descriptions of various plans proposed may be obtained from *Marking and Reporting Pupil Progress*, Research Summary 1970-S1. It is for sale at NEA Publications-Sales, 1201 Sixteenth Street, N.W., Washington, DC 20036. ($1.25. Stock No. 434-22854)

THE DIZZYLAND OF

SHOW & TELL

BILLIE MOORE, *third grade teacher, Walters (Oklahoma) Elementary School.*

□ **"My grandmother had kittens last night" is one of** the many perfectly normal statements made during our third grade show-and-tell sessions. This brief weekly period frequently offers detailed explanations of the facts of life, and I venture to say the results are probably more effective than a series of courses planned for the purpose.

For example, how can you beat this announcement: "Twinkle, my cat, sounds like she's going to have babies"? And none of the children blinked an eyelash when Tommy explained that even though he had spent all his life on a farm, he was a little surprised when his cow, Frank, presented him with he-twin and she-twin calves.

We were delighted to hear a towhead's report that over the weekend he had met his grandfather's new wife for the first time. He went on to tell us that the newlyweds spent their honeymoon at Dizzyland.

Calling attention to her lank hair, a girl warned of the possible hazards of using products packaged in similar containers: She had inadvertently used spray starch instead of hair spray that morning.

One boy, in describing his collection of arrowheads, announced it had been given him by a man "who used to be an Indian."

Children from a farm enrich the show-and-tell period with startling facts about modern agriculture. One member of a dairy farm family, for example, explained that all milk had to be "pastured and humanized" before it could be sold. Another related the intriguing manner in which green corn is cut up and stored in the silo so cows can have "salad" all winter. Embarrassed by his inability to recall the correct name of this food, he satisfied his young listeners by saying, "Well, it's a lot like hash."

Some show-and-tell sessions have a seasonal flavor. The first days of fall always bring stories of vacation trips and escapades. These vary from a lively description of a trip to "Pepsi Cola," Florida, to the tracking of a wild animal after his "footprints were heard."

One year when each of us struggled to communicate personal feelings of gratitude at Thanksgiving, a small sage topped us all by stating: "I'm thankful I'm not a turkey." At times, though, even my self-confident storytellers admit their limitations. When working on a Christmas card for his parents, one aspiring artist announced in despair: "I just can't draw them three wise guys." □

Quit Teaching Students

ANN Q. LYNCH, *associate in student mental health, University of Florida, Gainesville; former secondary school counselor and teacher of mathematics.*

□ **High school students alternate between wanting** more freedom and expecting to be protected from the consequences of their sometimes erratic behavior. The paradox is perhaps most evident to teachers of the college-bound.

These teachers generally keep well-informed, learn new techniques, and work hard at presenting new material to their students. In fact, they often work so hard at digging out the pertinent information, analyzing it, and presenting it in outline form for their classes that all that is left for the students is to memorize it. These same students, when they get to college, are complaining about this kind of spoon-feeding.

Teachers need information from their former students as to the adequacy and relevance of methods and materials used in preparing them for higher education. Occasionally, college students will return to high school to talk with their former teachers and counselors. How much better it would be if a teacher or a counselor could interview groups of former students who attend a particular college. Such interviews would give the teacher or counselor some basis upon which to judge the college and the adequacy of the preparation their students received in high school.

This approach is exactly what has been tried at the University of Florida in the Transition to College Workshops. High school personnel from about forty large Florida high schools were brought to the University to interview groups of their former students and to interact with college administrators and with each other. The high school representatives talked with their students about their college experiences and about how the students relate these experiences to their high school preparation.

Some clear messages, with implications for high schools and colleges in general, came through the student interviews and questionnaires. These messages had much to do with the academic preparation students felt they needed to succeed in college, although most students believed that their large comprehensive high schools had done an adequate job of preparing them to pursue college work.

Loud and clear comes the message from college students that they highly value independence. Sensing one's own independence is the greatest single reward that comes from leaving home and going to college. Accepting the responsibility that accompanies the new freedom is a maturing factor. These ideas come through most clearly in the words of students in answer to the question, What new experiences have you had at college that have been most rewarding to you? Students answered with such comments as the following:

"You learn a lot from failures as well as successes."

"The independence of living on my own without pressures to conform has been my constant pleasure."

"We're free. It may scare you at first, but you soon begin to develop responsibility for your own actions."

When asked what things were the most difficult to adjust to at college, many of the freshmen gave replies that were related to studying. The longer study hours required by college as opposed to high school causes much concern, and many comments centered on budgeting time and the students' lack of good study habits.

"My most difficult area of adjustment was managing my time. There still aren't enough hours in a day for me to do all my work. If more intense work and study were offered in high school, I think I could have developed better study habits, and the change at college would not have been as extreme."

Reading was the activity for which students felt the least prepared. The great majority of students wished they had read more, in greater depth, with greater speed, and with greater comprehension. One freshman expressed her regret:

"More than anything else I wish I had done more outside reading of all sorts. I wish I had taken the initiative in exploring new ideas and books on my own."

... and help them to *learn*. Suggestions like this from alumni who have gone on to college should help a high school do a better job of preparing its college-bound students.

Another area of concern is the change in the relationship between teacher and student. In high school, the teacher was available to students during and after class. In college, most professors have office hours, and students must take the initiative in making appointments to discuss individual study problems.

The college students reported being particularly grateful to high school teachers who presented course material in an adult manner. They appreciated the teachers who showed a personal interest in them and valued having had close contact with such teachers.

In response to the question, In what ways did your high school teachers help you prepare for college? college freshmen gave such answers as:

"By leaving the responsibility of learning to me."

"The teachers who helped me prepare most for college are those who made the subject interesting enough that I wanted to work on it myself."

Students cited some of the following methods their teachers used to help them prepare for college: (a) stimulated interest by personally enjoying their subject, (b) required outside reading and writing, (c) gave responsibilities to students to work on their own, (d) conducted college-like classes, (e) presented demanding subject matter, (f) stressed good study habits, (g) told students what to expect in college, (h) showed a personal interest in students, (i) urged participation in classroom discussions, and (j) stressed development as a total person.

On the other hand, poor teaching accounted for some student complaints. Students resented "wasting" time in some classes. Three of their comments will emphasize how important to these students was the need to improve their high school courses:

"I made A's but I didn't do much for them."

"Teachers coddled us instead of stating how things would be and then sticking to it."

"Deadlines were extended readily—no such allowances exist at the university."

What recommendations do college students have to make to their high schools that would help other students come to college better prepared? Some specific suggestions geared toward teachers are interesting:

"Quit *teaching* students and help them to learn. Quit emphasizing college as the goal of high school and make education the goal. Don't put emphasis on grades as the qualifying factor for student government and clubs."

"Be teachers, not parents."

"Encourage students to read more and help them to become better acquainted with a wider scope of ideas, and also create an open atmosphere for more *honest* exchange between student and teacher."

"Gear tests to homework so students learn that preparation is necessary to get good results."

"Give the kids some freedom and let them express their true feelings—not what you want them to say."

"Explain to students just what they are getting into (in college) and discuss their specific talents honestly and objectively."

"Encourage independent study and especially require formal research papers and projects that place the responsibility on the student."

By helping students to take small steps, then increasingly larger ones, we encourage them to stand on their own feet. By gradually removing our support as the student assumes his part, we give him an opportunity to feel pride in his accomplishments as his own. Independent study projects that are chosen by the student with careful guidelines will structure his learning of good study habits. The discovery method has much to offer students who want to increase their independence. Many dimensions of learning are never seen in a grade. Evaluation that considers perseverance, self-discipline, and creativity does much to tell students about themselves.

Aside from the academic concerns, which are very real, there seems to be a thread of a theme running throughout the students' Transition to College Workshops experiences. One student phrased it succinctly: "Require me to be independent."

One of the central dilemmas of adolescence, and it exists within every student, is ambivalence about the need for autonomy. Just recognizing and accepting the importance of this need can help students actualize their potential. Sometimes the student wants complete freedom; at other times he needs protection and care. We must remember that his inconsistencies, like ours, are an important part of being human. □

CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers or other consultants whose training and experience may enable them to contribute illuminating insights.*

It was 7:30 in the evening when I finally sat down to read themes written by my English class on the assigned topic, "It Isn't Fair When. . . ."

I expected that the papers would deal with all kinds of real or imagined injustices, but I was not prepared for the content of the first theme; I read it in stunned silence. "It isn't fair when a physics teacher constantly uses sarcasm to shame his students," the writer stated, "or to show off his cleverness with words." The essay continued for several paragraphs with more of the same.

Another pupil commented, "It isn't fair when a teacher specializes in putting down students the way my physics teacher does. He should help us instead."

A third paper went into even more detail: "I'd never tell anyone that it's hopeless for him to try to learn something—even if the subject is difficult, the way science is for me," the student had written. "It isn't fair for my physics teacher to take this attitude. How does he know what I can do? He doesn't even give me a chance!"

I was shocked and deeply concerned by these comments and all the more so because they were critical of a probationary physics teacher new to our school that year. He had come highly recommended, and the principal considered him a real addition to the staff. I was certain that if the principal knew what I had learned from the essays, he would be disappointed and upset. Still, knowing how he prided himself on helping young teachers overcome weaknesses, I decided to take the essays to him the next morning. He thanked me for my interest but acted unusually formal and said he didn't care to discuss the matter with me.

My contacts with the physics teacher were few, so I had almost forgotten about him and his problems by the end of the year when I learned that his contract had not been renewed. Since then I have wondered many times what, if anything, I should have done about this young man. Of course, I don't know that I was primarily responsible for the fact that he wasn't rehired, but I have an uncomfortable suspicion that I may have been and I'm concerned about the ethics of the situation. In a case like this, what is an experienced teacher's responsibility?

Consultants' Comments

The English teacher reacted properly in contacting his principal. However, when he felt he had met a dead end there, he might have taken the information to the head of the Science Department—or to a supervisor who could have offered the new physics teacher helpful guidance.

By keeping the critical remarks from becoming common gossip among other faculty members, the English teacher demonstrated professional behavior. Disclosure of the information to a proper authority was commendable.

Actually, a more experienced teacher would have anticipated that student responses on the topic "It Isn't Fair When. . . ." were bound to include gripes about the faculty. The teacher really got himself out on a limb by assigning a topic of that kind. Probably he should have qualified the subject in some way—for example, by suggesting that students confine themselves to gripes about their city government, public recreation facilities, department store practices, and other subjects of this kind instead of personalities.

This precaution was necessary in view of the fact that teachers were bound to receive some of the criticisms. By not qualifying the topic, the teacher created an opportunity for wholesale faultfinding about a colleague.

Since no qualifications were offered, however, the students had the right to express their views freely. The entire incident seems to point up the fact that students need a friendly, understanding adult with whom they can talk about their problems at school.

—Estelle Faulconer, *social studies teacher, Frederick (Oklahoma) Junior High School.*

What is the ethical responsibility of an experienced professional teacher to his colleagues and to his clients—the students? This situation involves both questions.

The English teacher had a series of options. He could do nothing; have a friendly chat with the physics teacher; talk to the science chairman; go to the principal; or put the problem before the Professional Rights and Responsibilities Committee of his local association. The chairman or members of the latter are prepared to offer mature, expert advice to a probationer.

Professional ethical responsibility indicated something had to be done—either to put an end to student accusations if they were unjustified or to correct the teacher mannerisms that were upsetting pupils in the physics class.

The teacher had reason to think he was right in discussing the matter with the principal, who prided himself on helping young teachers. Apparently, however, the principal failed to do anything to remedy this situation.

A situation such as this raises a number of questions: Aside from fall orientation, what is being done or should be done for the newcomer? Is aid to such a person purely line/staff responsibility or is it an obligation of the total local professional body? How can a teacher rally the profession to constructive action in matters involving a teacher and his pupil?

—George G. Parr, *guidance counselor, South Orange (New Jersey) Junior High School.*

"I don't care what it is in base five. Give me 10 cents and you'll get your ice cream."

THOUGHTS OF A hippie sitter

MARY H. BEAVEN, *doctoral candidate, curriculum center, School of Education, Northwestern University, Evanston, Illinois.*

☐ **When a close friend called to ask if her 16-year-old** brother John might board with my two boys and me for the summer, I immediately said yes, picturing a younger, masculine edition of his delightful sister. My first glimpse of John at the bus depot made me gasp in dismay. He wore a wrinkled, corduroy sport coat—although the temperature had soared to 95 degrees that evening. His blond, greasy hair was shoulder length; torn strands of leather held sandals to his bare feet. He puffed on a cigarette, obviously trying to appear nonchalant.

And so it was that I became a "hippie sitter." John declined the room we had readied for him and decided to camp out in the basement. Here he avoided the shower completely and soon transformed his corner into a superlative mess. He never made his bed and left his smelly clothes lying on the floor where he took them off. The ashes from the 60 to 80 cigarettes he smoked each day floated over his jetsam.

Absorbed in all that was going on in his area of California, John had participated in almost every disturbance at Berkeley. An individualist, he contended that he ought to be able to do what he wanted—when and where he felt like it. To attain this freedom, he dedicated himself to various causes. He was no teen-ager acting capriciously on a whim. John had firm, well-thought-out convictions. While he stayed with us, he spent weekends gathering signatures for peace petitions. He refused to eat grapes because he sided with the California grape pickers. He attended whatever confrontations he deemed worthy of his efforts.

Working with teen-agers like this in school is one thing; having an "adopted son" like John for an entire summer is another. Nevertheless, I decided to put as few restrictions on my guest as possible. I didn't nag him or mention personal habits that sometimes set my teeth on edge.

A social worker located a volunteer job for John in a summer school program for disadvantaged children. Working under the supervision of two teachers, he helped the students learn to count and read. John seemed amazed at how many children profited from his assistance. Describing how the youngsters followed him and actively sought his attention, he remarked: "Incredible! Those children actually like me!" The teachers, meanwhile, treated John as a peer and shared their problems and concerns with him.

Soon, John started leaving for school earlier, and he stayed later. "There's so much to do for these kids this summer," he explained.

Discovering that he could accomplish something worthwhile and be respected for it, John began to show pride in his appearance. He started taking showers, picking up his clothes, and dressing neatly. Sheepishly, he admitted that assuming the teacher's point of view had changed his thinking. At his own high school, he had led student protests against prevalent classroom procedures and administrative policies. His summer teaching experience, he claimed, showed him the validity of some of the restrictions he had once balked at. As he set his own limits, John learned—and matured. He was not alone. John's hippie sitter also learned some important lessons.

Our society expects teen-agers to be like sponges, absorbing vast quantities of intellectual material yet remaining in a passive role until they have sufficient competence to barter in a technological economy. Usually, this takes a long, long time. Society ignores the fact that teens have a deep idealism that impels them to tackle difficult situations no one else would handle. They want to be involved and many have insights and talents that could be used for social progress—while they are still in school.

For example, John, one of the most brilliant 16-year-olds I have encountered, was crying out for meaningful involvement. As I pondered his predicament, I

Mrs. Beaven has taught at all levels, kindergarten through college.

understood why he felt that the only courses of action open to him were to cop out and do his thing by himself or to work for revolution until, as he put it, "the whole thing is destroyed."

My involvement with this boy brought to mind John Dewey's idea that education ought to help students become part of a society capable of bringing about orderly social change. Only by becoming actively involved and using their talents to foster needed change can teens develop pride in their own abilities and accomplishments. It seems to me, therefore, that schools *must* do more to involve students in meeting community needs and to provide them with participatory experiences on a person-to-person basis.

Please note I am not talking about cleaning empty lots or painting run-down churches, constructive though those activities may be. I would suggest that each week almost every student from junior high on up spend half a school day working to implement social change in his community. For example, young people can:

1. Work on a one-to-one basis with younger children who would profit from individual attention, friendly tutoring, and enrichment.
2. Assist Head Start programs, community day-care services, and nursery schools, all of which are crying for the kind of help adolescents can provide.
3. Adopt a "friend" in a home for the aged. One occupational therapist told me that she could use several dozen volunteers daily. In addition to assisting her charges with playing games and making handicrafts, teens can help by simply talking with aged patients or reading to them.
4. Visit a "friend" in a mental institution and perform much the same services for that person as for an aged one. (I recently heard of two junior high students who assumed such a friendship. Their 18-year-old charge spewed out abusive language for two months until he realized they really wanted to help him. The boys taught the youth to read, and it was largely through their efforts that he became well enough to go home and return to school.)
5. Help mothers in poverty-stricken areas to care for their children. Most of these youngsters need more chances for verbalization of their observations, thoughts, and feelings.
6. Assist foreign-born women in learning to prepare foods available at local supermarkets. Because they do not know better, they often patronize stores specializing in imported brands. As a result, they pay more than necessary for groceries.
7. Help entertain children in hospital wards.
8. Aid a bedridden patient confined at home. A teen-ager could run errands or help prepare simple meals for such a person.
9. Serve as a friend to a parentless girl or boy who might enjoy a young adult's friendship.
10. Help a mother give therapy to a crippled or seriously injured child.

Having learned from John how much young people need an opportunity to contribute constructively to bringing about social change, I have been working recently with elementary schoolchildren in some of Chicago's North Shore communities. I have come to believe that if young people become aware of society's needs and if they see themselves as capable of helping solve problems, they will respond enthusiastically.

Let me tell about a few such incidents. After I described a family in which two boys and two girls had to sleep in a rickety double bed, a group of fourth, fifth, and sixth graders decided to raise money to buy bunk beds and bedding for these children. The boys held a car wash; the girls, a bake sale. Three fourth grade girls painted a fence; a group of fifth grade boys cleaned out garages.

Then, because the children realized that other families also needed help, they canvassed their neighborhoods and located 60 to 70 spare beds. Boys from the local high school transported these to families who had asked for beds. All members of one family, including a baby and four other children, slept on the floor. My "crew" found a crib for the baby as well as beds for the rest of the family.

A group of seventh graders, meanwhile, collected approximately 40 sheets and pillowcases; another group tackled the problem of gathering blankets to go along with the beds. All the groups worked to collect good, used clothing. Lack of appropriate clothes for school, of course, accounts for widespread absenteeism among children from poverty-stricken homes.

A group of junior high school students voted to supply a baby's formula and food for a year, after I told them about a great-grandmother who had just taken on the care of a newborn baby whose mother was unable to provide for it. The aged woman did not have money to buy enough milk, and the infant was receiving a watered-down mixture that might retard his growth.

During a vacation period, I had a telephone call from a group of 10 fifth grade boys who had collected $30 from Christmas caroling. They wanted to give the money to an older couple they had heard me talk about—a man and his wife, the latter a retired schoolteacher, who was bedridden with emphysema. Although lame, the man helps pack groceries at a local supermarket to supplement their small income. Even so, medical bills take so much money that the two often go without proper meals. As a result, the man is in the habit of visiting garbage dumps behind grocery stores to collect food that couldn't be sold for one reason or another. The fifth graders went to see these people and spent several hours in their small apartment after presenting the gift of money.

Hopefully, more educators will perceive a need to foster participatory experiences for students in their communities. These encounters surely would provide material for study—reports for social science classes and themes for English, among other things. And because I have seen children accomplishing so much, I feel that all students, little ones—and big ones like John—need more opportunties to engage in worthwhile activities in their communities. □

A CASE FOR FOLK LITERATURE

ADAM KORPALSKI, *chairman, English Department, Nonnewaug High School, Woodbury, Connecticut.*

□ **From childhood, most of us have heard some mag**nificent examples of folk songs and stories. Often we repeat the rhymes, songs, ballads, and stories that we have heard or imagined. In this way, the oral tradition in literature perpetuates itself through stories passed on from generation to generation.

Schools should teach folk literature to continue this tradition and to provide a pleasurable learning experience for students. They should also offer courses in folk literature because such classes afford an excellent opportunity to teach listening and speaking.

Recently, our high school offered a one-semester elective in folk literature, with a half credit toward graduation. Like other electives in English, it was open to freshmen, sophomores, juniors, and seniors. Enrollment was limited to 20 students in the class.

Interesting students in the course was no problem. They were delighted to have the opportunity to earn a half credit for graduation without a single reading or written assignment.

The course requirement was for each student to improve his listening and speaking skills. While this seemed simple at first, students soon began to realize that their listening skills were undisciplined and that their speaking skills could be greatly improved.

The students took brief listening tests that illustrated their limitations in recalling facts, details, and word meanings. They also related a story, song, or poem to the class and in this exercise learned the importance of organizing their thoughts and improving the way they presented these ideas.

Course activities were directly related to folk literature as well as to improving listening and speaking skills. Students were asked to listen to recordings and transcriptions of American folk literature and of ancient and medieval folk literature (in translation of course). They were also requested to recite stories recalled from childhood and from recent personal experiences or ones they had heard in class from other students or on the phonograph or tape recorder.

During a single class period, Achilles fought Hector at the walls of Troy, Beowulf grappled with the gruesome Grendel, and Sinbad set sail on his seventh voyage. In another, Billy the Kid and Jesse James again rode the plains and John Henry worked on the railroads. Students recited Indian legends, cowboy songs, mysteries, and incidents and anecdotes from American history not often found in textbooks.

There is an old Seneca Indian legend that best expresses the case for folk literature. In the tale, a talking stone tells stories to the people and admonishes them to remember the stories for as long as the world lasts. "Tell them to your children and grandchildren, generation after generation. One person will remember them better than another, but you must tell these things so that your children and their children will know all that I know." □

Milwaukee Teachers' Education Association

JAMES R. COLTER, *executive director, Milwaukee Teachers' Education Association.*

□ **In 1964, because of the threat of** a collective bargaining election, the Milwaukee Teachers' Association (composed of elementary school teachers) and the Milwaukee Secondary Association merged to become the Milwaukee Teachers' Education Association. This new group mobilized the majority of the city's teachers and defeated the local affiliate of the American Federation of Teachers, emerging as the official bargaining agent for Milwaukee teachers.

MTEA is the largest single bargaining agent in the Milwaukee public schools, having won, since its inception, two teacher bargaining elections, a teacher aide bargaining election, a substitute teacher bargaining election, and an accountants' bargaining election. It represents approximately 8,000 public school employees.

An elected delegate assembly and executive board set policy and direction for MTEA. In order to serve the large membership, the unified teachers have employed four full-time professional staff members (an executive director, a legislative and political action director, a negotiator, and an assistant to the executive secretary) and 10 part-time field staff personnel.

In 1967, the MTEA fought and won a hard battle to obtain $16 million from the legislature—money that would strengthen the educational program, attract and help keep teachers in the urban center, and broaden the MTEA-negotiated teacher aide program to encompass approximately 1,200 teacher aides.

MTEA efforts have helped to bring about the following: the introduction of Interrelated Language Skills Centers; reduction in class size—particularly in schools designated as "target area schools," in special classes for special students, and in the Skills Centers; institution of 22 special classes for disruptive students, designed on an experimental basis to determine what kinds of programs best fit these students; hiring of special teachers in art, music, and physical education; adoption of a tutorial program for students who require extra help; resolution or partial resolution of difficulties at troubled schools in which conditions had deteriorated; and implementation of the concept of sending out teachers —some of them black—to recruit new teachers.

In addition to attempting to take care of teacher welfare items, MTEA is also a staunch advocate of teacher rights and of due process for teachers. The association has initiated a suit in federal court against the Milwaukee public schools to assure that due process is a right guaranteed to the Milwaukee teacher.

Since 1964, MTEA has succeeded in negotiating important rights and benefits for educators. The contract specifies that teachers have the right to propose plans for experimentation and innovation in curriculum. And when the administration considers new building or major remodeling of existing buildings, MTEA representatives may make recommendations about basic facilities, so that teachers and children will be considered in the planning.

Another contract provision allows for staff planning time. Such planning sessions were designed to relate to problems unique to an individual school's situation and might include the participation of interested parents of the school community.

The need for increased numbers of special education teachers prompted the association to negotiate a provision whereby the school board pays for the tuition and books of teachers who wish to take accredited courses in order to qualify for teaching special education classes.

Because of MTEA negotiations, any teacher new to the school system is provided with three to five days of orientation prior to beginning the school year. This program involves paying experienced educators in the school system to advise and guide the new teachers.

From its inception, MTEA has been an aggressive and important force in the community. Its outstanding elected leaders have the flexibility and foresight to recognize that the large city association can't survive if it doesn't move with the times. The association has, up to now, been able to resolve differences with the administration by negotiations and reasoning, making progress for teachers and the system possible.

What about the future? The MTEA has plans to improve the welfare of the city's teachers. At the same time, it will continue activities that will help make Milwaukee's educational system one to which teachers, community, and students can look with great satisfaction. □

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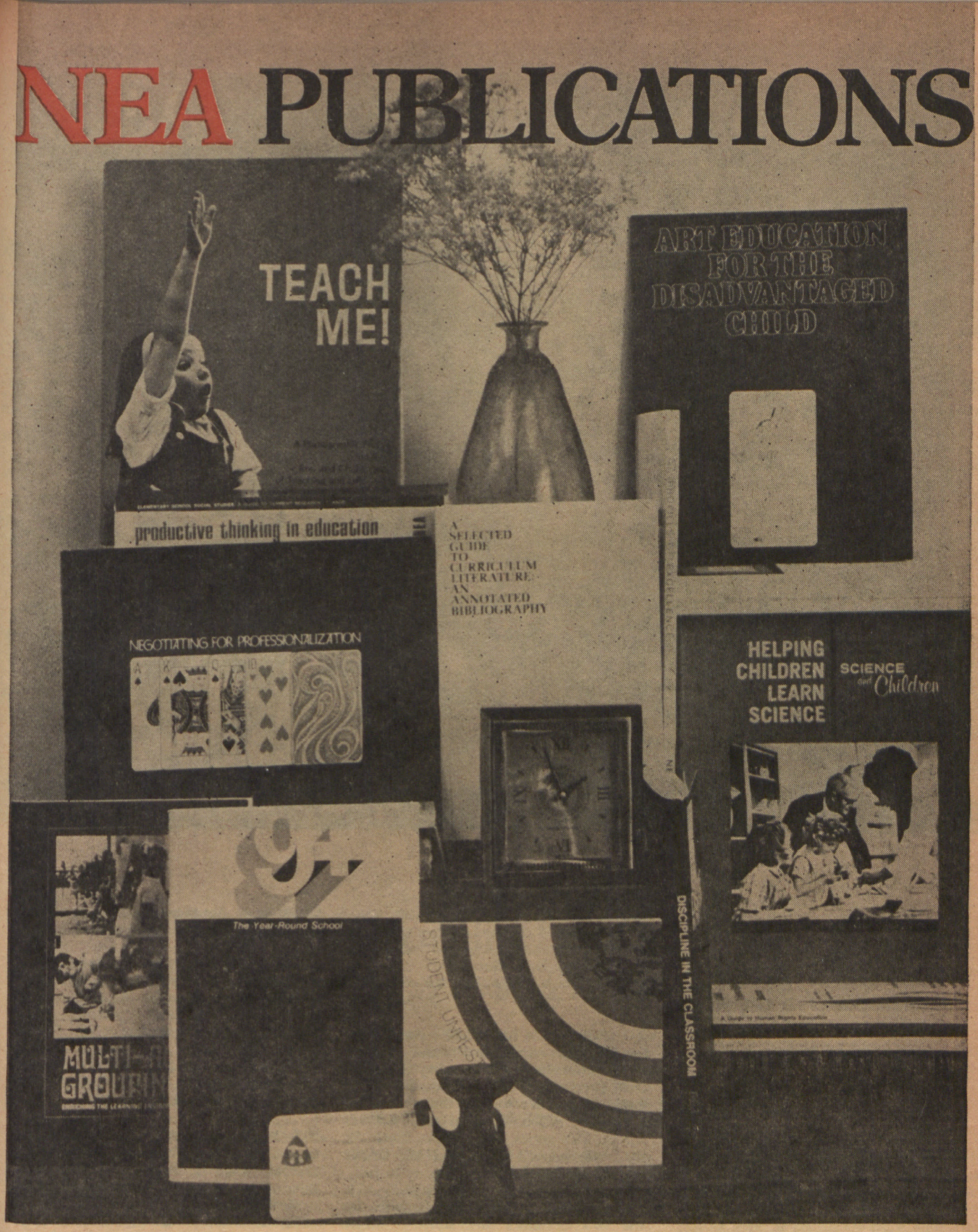
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PT2 **Decision Making and Schools for the 70's** examines the shifting nature and accountability of legal, extralegal, and power groups. *Schools for the 70's* series. 1970. 88 pp. Cloth, $3, *381-11944;* paper, $1.50, *381-11940.* CSI.

PT3 **Kindergarten Education** clarifies what constitutes a good kindergarten program and how to achieve it. 1968. 72 pp. $2. *281-08844.* American Association of Elementary-Kindergarten-Nursery Educators.

PT4 **On Staying Awake: Talks with Teachers** describes a multilevel approach to humanizing education in five essays: "On Staying Awake," "Putting First Things Last," "In Search of a New Bird," "How Much Does Gray Matter?" and "Entrances and Exits." *Schools for the 70's* series. 1970. 60 pp. Cloth, $2.25, *381-11956;* paper, $1.25, *381-11954.* CSI.

PT5 **Picking Up the Options** provides both a historical perspective on the years Harold Howe II served as USOE Commissioner and an incisive look at many critical issues that continue to face us today. 1968. 257 pp. Cloth, $7.50, *181-05576;* paper, $6, *181-05574.* National Association of Elementary School Principals.

PT6 **The Practical: A Language for Curriculum** advocates emphasis on the practical, quasi-practical, and eclectic (instead of the theoretical). *Schools for the 70's* series. 1970. 46 pp. $1. *381-11934.* CSI.

PT7 **The Reform of Urban Schools** calls for a new structure for cooperative governance of public schools that involves teachers, students, administrators, and community, and proposes an alternative public school system based on choice. *Schools for the 70's* series. 1970. 100 pp. Cloth, $3.25, *381-11952;* paper, $1.75, *381-11950.* CSI.

PT8 **A Selected Guide to Curriculum Literature: An Annotated Bibliography** discusses the process of annotation and major areas of curriculum, with annotations of key books and articles. *Schools for the 70's* series. 1970. 142 pp. $2. *381-11628.* CSI.

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PT10 **To Nurture Humaneness: Commitment for the 70's** suggests new directions for public schools and points out that the school today which "exalts careers and affluence when its students seek self-identity and interpersonal understanding is headed for extinction." 1970 Yearbook. 267 pp. Clothbound. $5.75. *610-17810.* Association for Supervision and Curriculum Development.

PT11 **The Unstudied Curriculum: Its Impact on Children** focuses upon the nonacademic outcomes of a child's schooling and the significance of these affective, invisible, but indelibly etched learnings. 1970. 141 pp. $2.75. *611-17820.* ASCD.

PT12 **Values and the Curriculum: A Report of the Fourth International Curriculum Conference** is part of the auxiliary series of the *Schools for the 70's* publications. 1970. 150 pp. $3.75. *381-11936.* CSI.

PT13 **Where the Learning Is** reports on a demonstration project in elementary school safety education programing and emphasizes the need for incorporating safety education in all facets of the curriculum. 1969. 20 pp. 50¢. *461-13956.* National Commission for Safety Education.

Two: Teaching Techniques and Media

TM1 **Ability Grouping** is a source book of the research on ability grouping that affords special attention to recent findings and studies. Research Summary 1968-S3. 1968. 52 pp. $1. *434-22814.* Research Division.

TM2 **Choosing Techniques for Teaching and Learning** examines appropriate techniques for aiding learning and individualized instruction. 1970. 41 pp. $2.50. *261-08402.* Home Economics Education Association.

TM3 **Class Size** surveys and summarizes research findings on class size in elementary and secondary schools, but draws no final conclusions. Research Summary 1968-S1. 1968. 49 pp. $1. *434-22810.* Research Division.

TM4 **Diagnostic Teaching** takes the point of view that children learn best when teachers respect them as individuals, have faith that they want to and can learn, and give them the responsibility for identifying and meeting their needs. Rev. 1970. 52 pp. $1.25. *281-08808.* E/K/N/E.

TM5 **Discipline in the Classroom** is a collection of 34 articles from TODAY'S EDUCATION dealing with discipline problems in the classroom and how to cope with them. 1969. 134 pp. $1.50. *381-11878.* NEA Journal.

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TM11 **Unfinished Stories for Use in the Classroom** is a recently expanded collection of 44 stories from the TODAY'S EDUCATION feature, "Unfinished Story." Each story presents a situation typical of those faced by elementary and junior high school students in daily life, and each requires a solution based on moral or ethical values. Rev. 1968. 48 pp. 75¢. *381-11766.* NEA Journal.

Three: Subject Areas

SA1 **Answers to Health Questions in Physical Education** was prepared by the NEA and American Medical Association Joint Committee on Health Problems in Education. 1970. 48 pp. $1. *245-06908.* American Association for Health, Physical Education, and Recreation.

SA2 **A Bibliography of Recreational Mathematics,** Volume 2, contains mathematical puzzles and pastimes as well as such fringe topics as mathematics humor and mathematics in sports, art, literature, music, and nature. 1970. 203 pp. $4. *301-09410.* National Council of Teachers of Mathematics.

SA3 **English for the Academically Talented Student in the Secondary School** presents articles by authorities in the field on the teaching of English to the bright high school student. Published jointly with the National Council of Teachers of English. Rev. 1969. 120 pp. $1.50. *501-15308.* Academically Talented Student Project.

SA4 **Exemplary Programs in Art Education** describes innovative approaches to teaching art. Gives information on scheduling, art appreciation, the use of human and community resources, and instructional media. 1969. 124 pp. $2.25. *061-02228.* National Art Education Association.

SA5 **Health Education,** prepared by the NEA and American Medical Association Joint Committee on Health Problems in Education, serves teachers and future teachers as a guide to the changing concepts of teaching in the health field. Fifth edition. 1961. 450 pp. $2.75. *381-11786.* AAHPER.

SA6 **Helping Children Learn Science** is a compilation of the best of *Science and Children* from its inception to 1966. It features theories of science education in the elementary school, methods of evaluating current practices, experiences of individual teachers, and many sources of additional information. 1966. 192 pp. $3. *471-14498.* National Science Teachers Association.

SA7 **Historical Topics for the Mathematics Classroom** describes the use of the history of mathematics in the teaching of mathematics. Presents significant historical material in a form designed specifically for classroom use. 1969. 540 pp. $7.50. *300-09380.* NCTM.

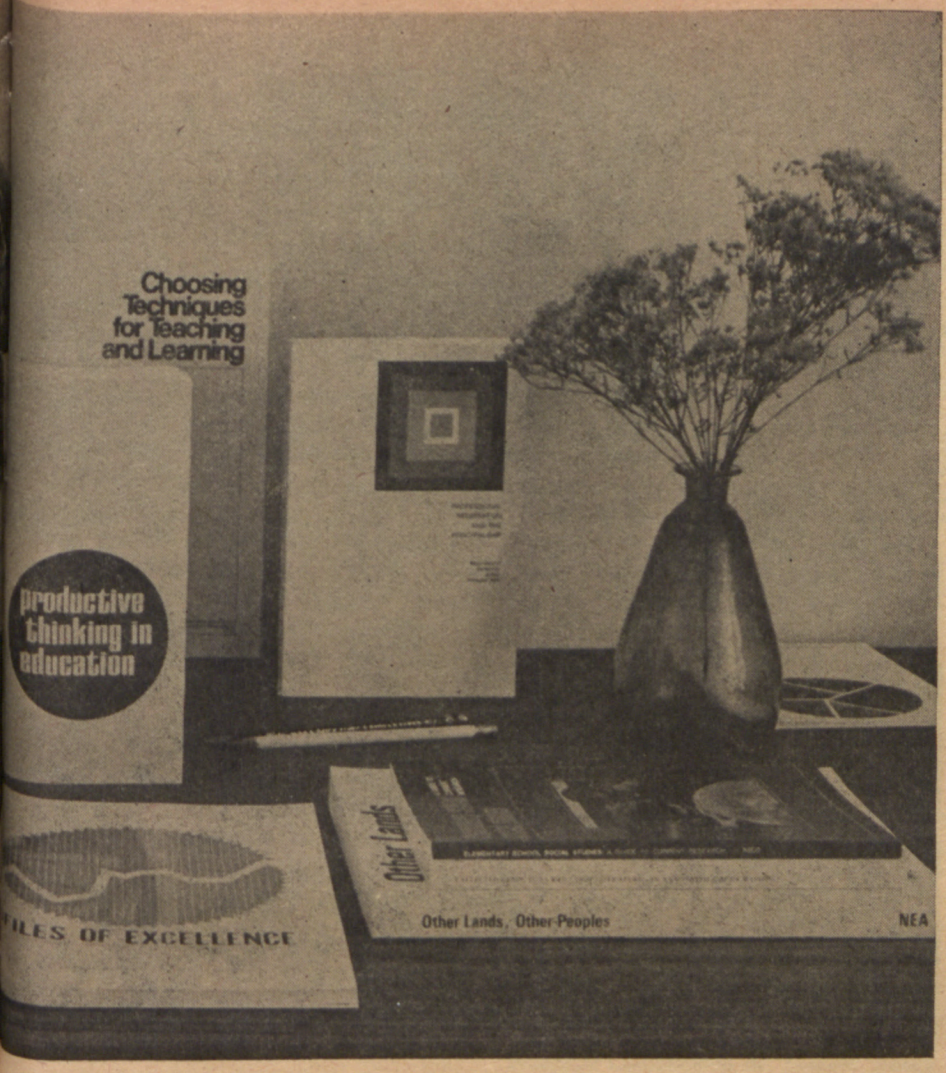
SA8 **How To Study Mathematics: A Handbook for High School Students** gives suggestions on doing homework, making the most of class periods, and taking tests. Rev. 1970. 31 pp. 90¢. *301-09138.* NCTM.

SA9 **Improving English Composition** supplies information on how to establish a composition program by the use of theme readers and linguistics, how to develop a sequential program from elementary through secondary school, and how to organize evaluation procedures. 1965. 127 pp. $1.50. *781-10510.* Project on English Composition.

SA10 **Other Lands, Other Peoples** is a fact book on 141 countries, including information on geographical features, population, government, religion, and cultural traditions. Rev. 1969. 312 pp. $2. *381-11788.* Committee on International Relations.

SA11 **Policies and Guidelines for Motorcycle Education** is designed for state departments of education, colleges, and local school systems which plan to develop programs in motorcycle education. 1969. 60 pp. $1. *461-13960.* NCSE.

SA12 **Readings in Geometry from the "Arithmetic Teacher"** is a collection of articles assembled to give special guidance for the teaching of geometry in



grades K-8. This approach emphasizes the learner's spatial environment and his intuitive grasp of ideas such as position, direction, distance, size, and shape. 1970. 124 pp. $1.50. *301-09426.* NCTM.

SA13 **Source Materials for Teachers of Foreign Languages** is an annotated bibliography listing books, pamphlets, and audiovisual materials. 1968. 32 pp. $1. *381-11824.* Department of Foreign Languages.

SA14 **The Study of Education—An Integrated Program for Grades 1-12,** developed by the Greenwich, Connecticut, public schools, is designed to give students a background about educational history; comparisons of educational systems; development of education in America; and current practices, purposes, and problems. 1968. 40 pp. 50¢. *381-11822.* Publications Division.

SA15 **Teaching Mathematics in the Elementary School—What's Needed? What's Happening?** presents articles dealing with many factors that influence the effectiveness of the elementary school mathematics program. 1970. 128 pp. $2.50. *181-05592.* NAESP/NCTM.

Four: Application of Research

AR1 **Anger in Children: Causes, Characteristics, and Considerations** focuses on the types of anger with their physiological effects and the practical ways in which teachers can cope with angry children in the elementary classroom. 1969. 32 pp. 75¢. *281-08752.* E/K/N/E.

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AR3 **Elementary School Social Studies: A Guide to Current Research** reports on a wide range of projects concerned with new materials and methods, evaluation devices, innovations in teacher education, and questions about goals and outcomes of social studies programs. Findings are grouped and summarized to facilitate study of specific problems, and a bibliography is included. 1970. 126 pp. $2.75. *611-17384.* ASCD.

AR4 **Head Start Programs Operated by Public School Systems, 1966-67,** covers period of operation, minimum and maximum age, special services, daily organization, parent involvement, teachers, and financing. Research Report 1968-R3. 1968. 42 pp. $1. *435-13346.* Research Division.

AR5 **Homework** discusses purposes, advantages, and disadvantages. Research Summary 1966-S2. 1966. 12 pp. 30¢. *434-22804.* Research Division.

AR6 **Productive Thinking in Education** includes findings on intelligence, creativity, and divergent thinking, with implications for teaching. Rev. 1968. 360 pp. $3. *501-15326.* ATSP.

AR7 **Profiles of Excellence: Recommended Criteria for Evaluating the Quality of a Local School System** provides local professional associations, boards of education, and administrators with an instrument to guide them in the study and evaluation of their school system. 1966. 126 pp. $1. *381-11774.* Publications Division.

AR8 **Reading in the High School,** No. 11 in the series, *What Research Says to the Teacher,* completely replaces the 1956 edition. Central topics discuss general and specific reading development, types of reading programs, and the essentials of a successful program. Selected research references are included. 1970. 32 pp. 50¢. *115-03588.* Association of Classroom Teachers.

AR9 **Teaching Elementary School Mathematics,** No. 2 in the series, *What Research Says to the Teacher,* updates the 1962 edition, which was called *Teaching Arithmetic.* The following sections are completely new: TV Instruction, Individualization of Instruction, Programmed Learning, Computer-Assisted Instruction, Evaluation of Achievement, and the Selected References. 1970. 32 pp. 50¢. *115-03570.* ACT.

AR10 **Teaching High School Science,** No. 10 in the series, *What Research Says to the Teacher,* completely updates the 1956 edition. 1970. 32 pp. 50¢. *115-03586.* ACT.

Five: Minority Groups

MG1 **An Annotated Bibliography of Audiovisual Materials Related to Understanding and Teaching the Culturally Disadvantaged** describes material valuable for colleges, elementary and secondary schools, libraries, parent-teacher organizations, human relations committees, and community groups. 1969. 42 pp. 75¢. *381-11886.* Division of Educational Technology.

MG2 **Art Education for the Disadvantaged Child** presents a series of articles which explain the needs of the disadvantaged child and his situation and problems as viewed by sociologists, anthropologists, and psychologists. 1969. 32 pp. 75¢. *061-02246.* NAEA.

MG3 **The Black Student on Campus,** Winter 1969 *Journal of NAWDC,* looks at a black college, the disadvantaged group as a whole, black power, and some events in which black and white students participate. 48 pp. $1.25. *596-17118.* National Association of Women Deans and Counselors.

MG4 **Ethnic Modification of the Curriculum** points out the need for immediate curriculum evaluation and revision in terms of a pluralistic society. The booklet is the report of a conference which explored ways to make school materials better serve youth of various ethnic groups. 1970. 51 pp. $1. *611-17832.* ASCD.

MG5 **A Guide to Human Rights Education** outlines the history of human rights progress, reprints the texts of important human rights documents, and makes a number of valuable teaching suggestions. It includes an introductory chapter by former Chief Justice Earl Warren. 1969. 160 pp. $2.25. *498-15228.* National Council for the Social Studies.

MG6 **Historical Highlights in the Education of Black Americans,** a multimedia kit, includes a 22-minute, black and white filmstrip; script; 33⅓ rpm record with narration and music; and a booklet and a display (both available separately; see below). The filmstrip presents an analysis of the educational development of black people in the United States from 1619 to the present. 1969. $10. *388-11896.* Center for Human Relations.

(a) The 12-panel display illustrates nationwide trends for the same period and provides space and suggestions for creating a brief history of these trends in local regions or school districts. Price, if purchased separately, $1. *388-11898.*

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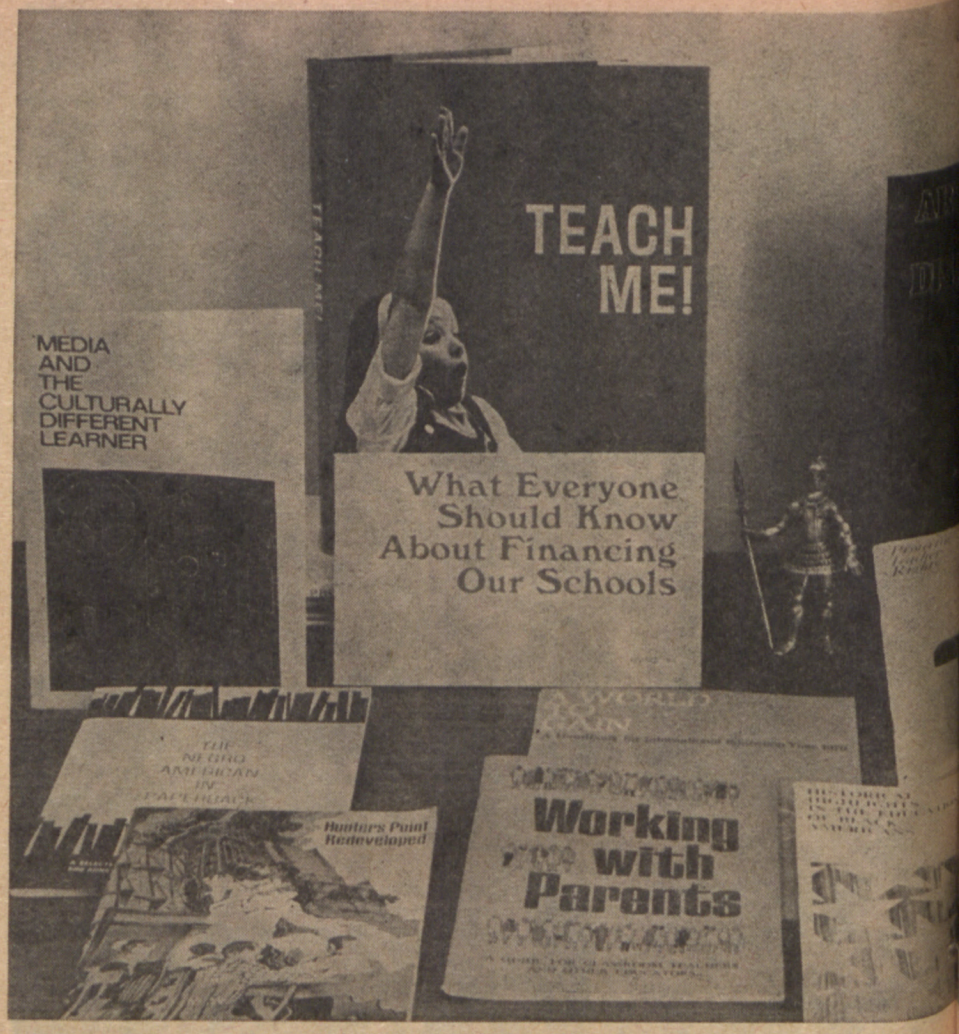
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MG8 **Media and the Culturally Different Learner** discusses the learning characteristics of the culturally different and the social and cultural reasons for these characteristics. 1969. 48 pp. $1. *381-11930.* DET/Project URBAN.

MG9 **Minority Cultures in the Curriculum,** April 1970 issue of the *NASSP Bulletin,* contains articles dealing with the shortcomings of American history books in treating minority cultures and describes various school systems' development of programs for teaching black studies. 1970. 160 pp. $2. *486-23058.* National Association of Secondary School Principals.

MG10 **The Negro American in Paperback,** a list of paperbound books on the Negro American, was compiled and annotated for use in secondary schools. 1968. 49 pp. 50¢. *381-11796.* CHR.

Six: Special Problems

SP1 **Drug Abuse: Escape to Nowhere** suggests ways teachers can reach young people from elementary school through college on this vital subject. Rev. 1969. 105 pp. $2. *244-07816.* AAHPER.

SP2 **Family Life and Sex Education in the Elementary School** is designed to assist educators who are interested in establishing or improving such a program in their schools. 1968. 32 pp. $1. *281-08852.* E/K/N/E.

SP3 **Man and His Environment: An Introduction to Using Environmental Study Areas,** No. 1 in the series, *New Developments in Teaching,* introduces a new interdisciplinary approach to environmental education at all school levels. It suggests ways classroom teachers can help students understand relationships between man and his environment. 1970. 56 pp. $1.75. *246-25118.* ACT, in cooperation with Project Man's Environment, AAHPER.

SP4 **The Rescheduled School Year** summarizes research and describes experimentation with various plans, such as the all-year school and the extended school year. 1968. 38 pp. $1. *434-22812.* Research Division.

SP5 **Resource Book for Drug Abuse Education** summarizes factual information on the major drugs of abuse and gives techniques and suggestions for communicating with young people on this major health problem. 1970. 124 pp. $1.25. *244-25108.* AAHPER.

SP6 **Schools of the Urban Crisis,** a report of the special Task Force on Urban Education, gives recommendations for improving urban education. 1969. 64 pp. 75¢. *381-11888.* Project URBAN.

SP7 **Student Unrest: Threat or Promise?** presents the views of several leading educators on how and why the schools should respond to student appeals for change. 1970. 134 pp. $2.75. *611-17818.* ASCD.

SP8 **Year-Round School** presents a detailed discussion of proposals for lengthening the school year. 1970. 36 pp. $2. *021-00680.* American Association of School Administrators.

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PR1 **NEA Handbook for Local, State, and National Associations, 1970-71,** presents concise facts on officials, policy documents, organization, and affiliates of the NEA. 1970. 444 pp. $2. *348-10972.* Publications Division.

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PR3 **Teach Me!** is a photographic essay on the joys and challenges of teaching and learning. 1966. 128 pp. $8. *381-11772.* Publications Division.

PR4 **What Everyone Should Know About Financing Our Schools** identifies the major questions on school finance that are of special concern to all citizens and contains revised figures and updated statistics based on the most recent information available. Rev. 1968. 64 pp. 50¢. *381-11742.* Committee on Educational Finance.

PR5 **Working with Parents** explains techniques to enable the teacher to deal with school-to-home relationships, including first impressions, parent-teacher conferences, homework, teacher aides, and citizenship. 1968. 40 pp. $1. *411-12718.* National School Public Relations Association.

PR6 **A World To Gain: A Handbook for International Education Year, 1970** is divided into four illustrated chapters and contains extensive appendices. It is a must for every individual organization participating in and sponsoring programs to achieve the goals of the International Education Year. 1969. 48 pp. $1. *381-11932.* Publications Division.

Eight: Professional Development

PD1 **The Beginning Teacher,** October 1968 issue of the *NASSP Bulletin,* reports on NASSP's Beginning Teacher Induction Project and other efforts to improve the transition from training to teaching. 1968. 164 pp. $2. *486-23000.* NASSP.

PD2 **Careers in Education** includes information on educational careers in and out of schools. 1968. 40 pp. 35¢. *681-18372.* National Commission on Teacher Education and Professional Standards.

PD3 **How To Negotiate,** a handbook for local teacher associations, shows how properly carried out negotiation can result in significant improvements in employment conditions for teachers and in the instructional program of school districts. 1969. 57 pp. 75¢. *381-11926.* Division of Field Services.

PD4 **In-Service Education of Teachers** covers in-service education practices, barriers, evaluation, and improvements. Research Summary 1966-S1. 1966. 19 pp. 60¢. *434-22802.* Research Division.

PD5 **A Manual on Certification Requirements for School Personnel in the United States** comments on major developments and summarizes practices and trends; includes state requirements and lists 1,246 approved institutions. Rev. 1970. 232 pp. $6. *381-11810.* NCTEPS.

PD6 **Negotiating for Professionalization,** report of the 20th National TEPS Conference, deals with the relationship between collective action through legal negotiation and the need of teachers for self-determination and involvement in nonwelfare professional decisions. 1970. 80 pp. $1.50. *381-11626.* NCTEPS.

PD7 **The Professional Association Looks at Its Role in Instruction,** a conference report, clarifies the role of the association in the improvement of instruction; analyzes purposes, procedures, and resources in six specific examples of association projects; and explores the process of negotiation of instructional concerns. 1970. 84 pp. $1.25. *761-06254.* Professional Development and Instructional Services.

PD8 **Professional Negotiation and the Principalship** contains 16 articles on negotiation, a glossary of terms, and two sample contracts offering educators a wide range of information on the negotiation process. 1969. 260 pp. $6. *181-05578.* NAESP.

PD9 **The Teacher and His Staff: Differentiating Teaching Roles,** the 1968 Regional TEPS Conferences Report, includes 10 essays by distinguished educators, each on a particular aspect of a major issue in education today. 1969. 120 pp. Cloth, $3.50, *381-11854;* paper, $2.50, *381-11852.* NCTEPS.

PD10 **The Teachers' Library: How to Organize It and What to Include** serves as a guide for organizing and administering a professional library in each school. It discusses size, finance, and staffing, and it suggests sources which are particularly valuable in the selection of materials. Rev. 1968. 212 pp. $1.50. *381-11748.* NCTEPS.

PD11 **Use of Teacher Aides, 1968-69** lists school systems, giving number of aides at each level, number paid and number volunteer, and number of aides by source of funds. Research Memo 1969-11. 1969. 15 pp. 45¢. *431-22830.* Research Division.

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TODAY'S EDUCATION *will pay* $5 *for each item used in "Idea Exchange" that has been prepared and submitted by an NEA member and that has not been published previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

How To Get in Good with Substitutes

Elementary teachers, follow these instructions and the subs will love you:

- Always leave your plan book, clipped so it will open at the proper date, at school.
- Besides listing subject, text, and time periods at the top of the page, write *in red* at the appropriate slots the times for recess, lunch, dismissal, special subjects (music, art, gym, etc.), and any other special events.
- Note particular aids planned. For example: "Page 60, use abacus." Though our teachers' guidebooks list aims and purposes, I underline the most important directions or make a check mark by them in the margin.
- On a side board, keep a list of interesting things to do. This list, meant ordinarily for the child with extra time, is a help to many substitutes.
- Inside your plan book, keep a piece of oaktag that has the seating chart and lists of the reading and special-help arithmetic groups. On the back, list the children's names, first names first. If your school has a hot lunch program, clip to the oaktag a supply of sheets with the children's names and squares to record **L** (hot lunch), **M** (milk only), A (absent), plus a square at the top for the date and one at the bottom for totals. State what time the cafeteria count is due in the office.

Whenever a substitute takes over your class, he will find everything he needs in one spot.

—Fay R. Laing, *second grade teacher, Western Beaver County Schools, Industry, Pennsylvania.*

Keep Red Tape to a Minimum

Several years ago I devised a simple system for my second graders to check books out of our classroom collection of library books. I gave each child a library pocket just like the ones in the backs of the library books. The children printed their names on the pockets, decorated them, and pinned them on a bulletin board.

Whenever anyone chose a book, he put its card in his personal library pocket. A child could have only one book at a time, so his pocket would have only one card. When he returned his book, he put the card back in the pocket of the book.

Under this system, students could keep books for as long as they liked, although I checked occasionally to see if some books were out too long. By changing the bulletin board background, I kept up student interest throughout the year.

—Elizabeth Dissmore, *teacher, Summit School, La Crosse, Wisconsin.*

Systematic Review

To review yesterday's classroom discussions and to elicit immediate student attention at the beginning of each class period, I do the following:

Before classes begin, I write a sentence or two on the board summarizing the major concepts and generalizations covered the previous day. While I check attendance and attend to other routine matters, I have my students copy the summary in a special "Review Notes" section of their social studies booklets. The booklets also have a special vocabulary section in which the students write down yesterday's new social studies words.

After the class has recorded the summary and the vocabulary words, we discuss the former so that everyone thoroughly understands it. Students then take turns defining the new social studies terms and all of them write the definitions in their booklets.

This system gives those who have been absent a chance to familiarize themselves with the material they missed and provides each student with an easily accessible and well-organized method of reviewing for tests.

—Calvin G. Johnston, *teacher of ninth grade civics, Wheatridge (Colorado) Junior High School.*

A Different Obit

Here is a technique to stimulate language arts students in the writing of creative paragraphs.

I assign the writing of an obituary for a commonplace, everyday object. Details are to include time of death, cause of death, place of death, place of birth, achievements (positive ones only), and survivors or heirs.

My students write on such objects as a broken heart, a broken baseball bat, a lost book, a pen that ran out of ink, and even a beginner's bra.

Senior high language arts classes would probably be able to do even more with the obit composition by writing about abstractions, such as youth, innocence, ignorance, peace.

—(Miss) Charlie R. Jewett, *ninth grade teacher, Kubasaki Ninth Grade School, Department of Defense Schools Overseas, Okinawa.*

Occupational Information in the Early Grades

A number of high schools in the United States include a course in occupational information in their curriculums. The Hawthorn School, however, is doing something about the "world of work" at an earlier age, starting with the primary children.

Its curriculum includes the social studies in all grades—kindergarten through eighth grade. The lower grades start with a study of the neighborhood and community; higher grades study states, nations, continents, and the world. Most of the social studies courses specialize in people and places, and Hawthorn has added the world of work at each grade level. Thus, when the students study Illinois and its people, they also discuss the different types of work of the people in our state.

—Robert A. Wright, *superintendent, District 73 U, Mundelein, Illinois.*

Public Relations

Each teacher can be his own PR man. All it takes is one phone call.

If a student has been absent three days in a row because of illness or a family problem, I call his home. Usually he answers and is pleased by my concern for him or his family.

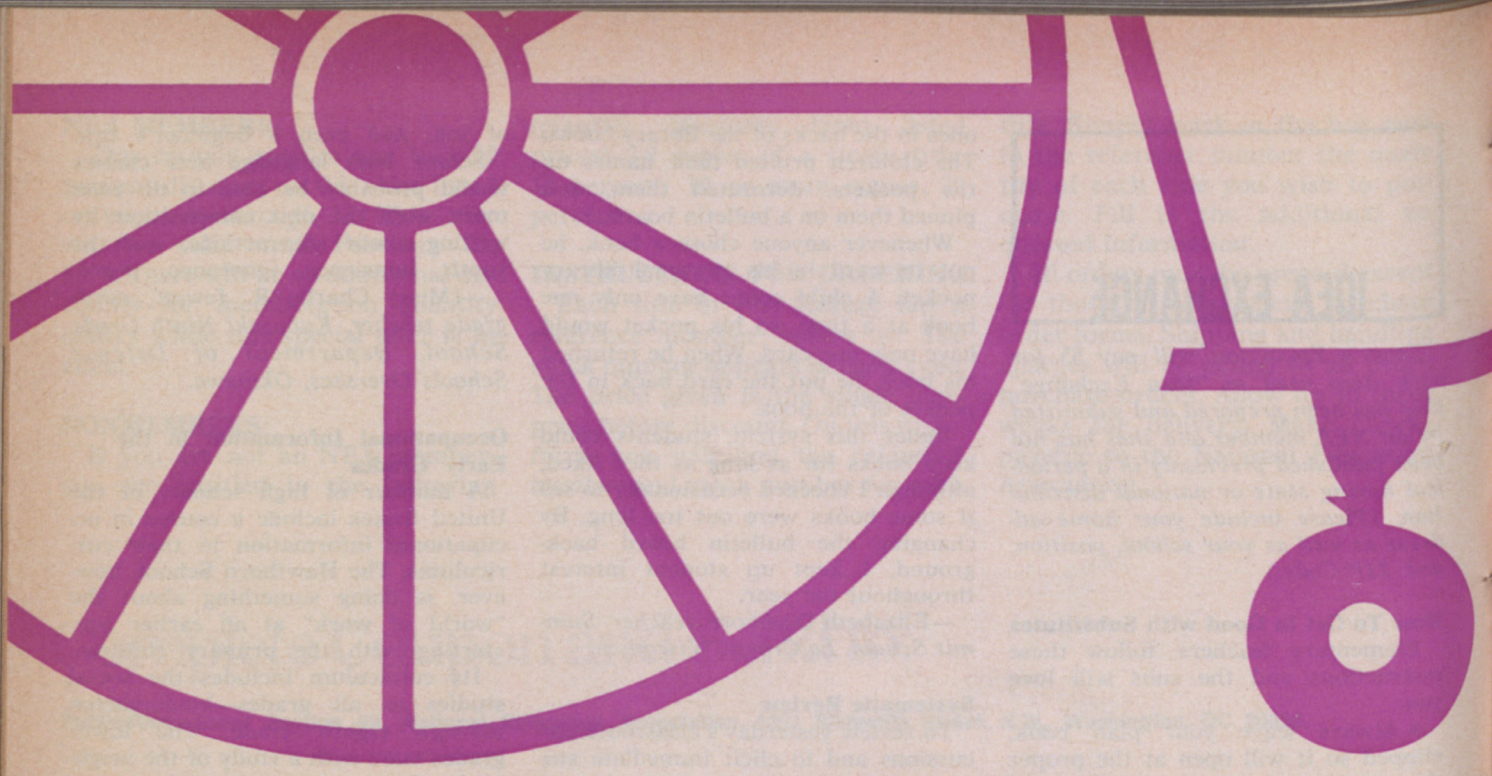
If a student does quite well, improves, helps others, or has a very favorable attitude, I phone his home. Usually his mother answers, and I tell her how delighted I am.

Each week I phone one or two homes. During a school year I reach about 35 to 50 homes. The calls are brief, taking only a few minutes apiece.

Over the years that I have been doing this, many parents have expressed their gratification. I note, too, that the children whose homes I call are usually a bit more friendly and cordial.

If teachers would indulge in this PR activity, I believe that school levies and bond issues would have a better chance of passing. More people would be on our side.

—Alvin M. Amster, *business education teacher, Euclid (Ohio) Senior High School.*



DESPITE CEREBRAL PALSY

I HAVE THE CHANCE TO TRY

CAROLYN FINNELL, *sophomore, Community College of Denver.*

□ **Twelve years ago my mother was told I'd probably** never finish high school. Ten years later we learned that my IQ is above average. I was then offered the chance to get my general education diploma and to try for college. What a challenge!

My struggle to learn began after my parents moved from Texas to Colorado so I could receive treatment for cerebral palsy at Children's Hospital in Denver. I attended a nearby school where handicapped children, kindergarten through grade 12, can receive an education and participate in some of the same sports and activities that other young people engage in at a regular school. Many graduates went on to college.

The school's music and physical education programs were outstanding. Handicapped people usually sit on the sidelines during gym classes, but at this school physical education was stressed from the first grade on up. Junior and senior high school students enjoyed baseball and basketball so much that some of the boys started their own wheelchair teams after they graduated. Children were taught to sing and read music, and when they reached junior or senior high they could join a glee club that went on occasional trips to give performances.

My studies were difficult because my handicap affected my hands, and it was a slow, difficult task for me to write legibly. The teacher I had in fifth and sixth grades made things easier for me by allowing me to do some of my schoolwork at home, and my marks improved as a result.

The highlight of my secondary school experience came in the eighth grade when I made top grades in my class. This was in large part because I was able to use an electric typewriter for much of the year, and this took the drudgery out of schoolwork.

I was still making A's in the ninth grade. How-

ever, the principal—basing her opinions on my scores in standard achievement tests—predicted I would have to spend several years in each ensuing high school grade and that even if I did manage to graduate, it was doubtful that I'd ever find employment. Unfortunately, my family and I believed the principal, so I quit.

Next I enrolled in a special school for people with cerebral palsy. The school did me little good academically, because I spent most of my five-year stay there in its sheltered workshop. Despite this, I feel these years were tremendously important because they taught me that the ability to read is one of life's most precious gifts.

Most of my fellow students who had gone through the cerebral palsy school system were still poor readers. To a person who must stay at home most of the time, reading is the magic formula for bringing the world to one's doorstep. Lacking that ability, my friends could only watch television, which eventually becomes very unsatisfying.

Three years ago I went to my state's rehabilitation office. There, my counselor sent me to Goodwill Industries for evaluation, including an intelligence test. The psychologist found I had a verbal IQ of 113 and stated that had I gone through high school, it would undoubtedly be 125. The counselor and the psychologist decided my opportunities for getting a job would be enhanced by a general education certificate and college training.

The big question in my mind was whether I could even pass the first hurdle, but everyone was wonderful to me. Tutors were hired to help me catch up, and within a year's time I took the general education test. My scores in math, English, social studies, literature, and science were all above average. I felt a real sense of accomplishment, because for the first time in my life I had competed successfully on an equal basis with nonhandicapped people.

By this time, the Community College of Denver opened its doors and I enrolled. This junior college offers students the choice of training for a vocation or taking courses that will enable them to go on to a four-year institution. Because classes are limited to about 30 students, the instructor gets to know everyone and has time to offer individual attention.

Handicapped students can move around more easily here than on most other college campuses because there are no steps to climb, and since it is small, getting from one classroom to another is relatively easy.

I was apprehensive about being the only handicapped person in a class, realizing that my teachers might never have seen a cerebral palsy patient, much less taught one. Not only would my instructors have to deal with a student in a wheelchair, but they would have to teach a person whose speech and handwriting are difficult to understand.

My fears were needless, however. In fact, I have discovered advantages in having teachers who are not experienced in teaching the handicapped. For one thing, they allow me freedom to discover my capabilities, since at the outset they have no idea what I can or cannot do.

Last year, my journalism teacher confided that at first she was inclined to be easier on me than on her other students but soon realized that special treatment was not necessary. From then on, she expected as much from me as from any other member of the class. Also, she got used to my voice and could understand me perfectly.

To me, one of the most fascinating parts of college is getting to know other young people. Previously, I had built a fence between myself and the world. I felt I was so hopelessly inferior that although most people at school were nice to me, we could never be friends.

My classes at Denver have disproved this. Even if I am the only handicapped student in the class, we are all equal because we are all fighting for the same thing: to learn and to make good grades.

The kids in my journalism class, especially, leaned over backwards to make me feel like one of them. They were considerate of my handicap, but they weren't afraid to take me places with them. They didn't seem to mind getting my wheelchair in and out of a car. To me, going places with them was a wonderful experience. For the first time in my life, I was one of the gang—a fact that helped set me free from the most crippling handicap of all: self-pity. I began to understand that people would accept me if I gave them a chance.

Some persons, of course, aren't sure how to act around the handicapped. I saw this very clearly the first day I joined my journalism class: Everyone was nice to me, but they tried to shield me from anything unpleasant. Only when I started cracking jokes did they realize I was no different inside than they were. We got to know each other as friends, and I really had a ball destroying my image as a poor little handicapped kid.

I prefer going to school with the nonhandicapped because it's easier to keep the proper perspective. At the other schools I attended, all of us spent a lot of time feeling sorry for ourselves. Since I've been in college, I have begun to understand that the things I've always wanted don't automatically bring happiness. Many of my classmates are perfect physically, yet they have just as many problems as I do. Needless to say, handicapped persons do have certain limitations. But I have learned that sometimes well-meaning experts make a handicapped person accept unnecessary limitations.

Years ago I was convinced I'd never finish high school, much less go on to college. Now I know that my lifetime job is finding and fulfilling my potential. I'm not sure I can finish college or that I can become a useful, self-supporting human being. But I have the chance to try. □

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(*Continued on page* 79)

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THE WINNERS

1970 Teachers' Writing Competition

Listed below are the winners of the 1970 Teachers' Writing Competition. Theme for this year's competition was "High Drama in My Classroom."

The judges were: Barbara Krohn, editor, WEA Publications, Washington Education Association, and vice-president and president-elect, Educational Press Association of America; Paul B. Diederich, senior research associate, Division of Psychological Studies, Educational Testing Service, Princeton, New Jersey; and Donald F. Wilson, president, Association of Classroom Teachers, NEA. The Reader's Digest Foundation supplied all prize money.

First Prizewinner ($1,000)

Barbara B. Robinson, Honolulu, Hawaii. (Mrs. Robinson's story appears on pages 18-19 of this issue of TODAY'S EDUCATION.)

Second Prizewinner ($500)

Helen G. Severs, Bethlehem, Pennsylvania.

Third Prizewinner ($350)

Jeanne H. Ward, Orleans, Minnesota.

Other Prizewinners ($100 each)

Carolyn H. Adams, Corpus Christi, Texas.

Lawrence R. Aufderheide, Ossineke, Michigan.

Ruby Barber, Midwest City, Oklahoma.

Lucile Boylan, Akron, Ohio.

Patricia E. Wendell Chitty, APO New York.

Vicki Tolar Collins, APO New York.

Margaret Anderson Comley, Richmond, Virginia.

W. R. Cooke, Bluefield, West Virginia.

Eunice L. Dansby, Decatur, Illinois.

Dorothy Dunn, Albion, Nebraska.

Louise Neel Gattis, Murfreesboro, Tennessee.

Carolyn B. Greene, Binghamton, New York.

Mary J. Healy, San Luis Obispo, California.

Elisabeth Humez, Lexington, Massachusetts.

Laura S. Johnson, Morton Grove, Illinois.

George J. Kabat, Spokane, Washington.

Henrietta Krahulik, Indianapolis, Indiana.

Lois Cunniff Lindstrom, Arvada, Colorado.

Frederic L. Link, Long Branch, New Jersey.

Robert C. Longe, Birmingham, Michigan.

Louis D. Mason, Oshkosh, Wisconsin.

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BOOKSHELF

(*Continued from page 76*)

A World in a Drop of Water. Alvin and Virginia Silverstein. Illus. Photos and accurate drawings illustrate a fascinating introduction to elementary forms of life such as the amoeba. Simple directions for collecting specimens are included. Atheneum. 58 pp. $3.75. Ages 9-11.

Have a Ball. A. Harris Stone and Bertram Siegel. Quick and simple experiments using a variety of balls help the reader understand the beginning laws of physics. Prentice. 63 pp. $3.95. Ages 9-12.

The Young United States, 1783-1830. Edwin Tunis. One of the most turbulent periods in U.S. history is viewed in growing cities, farms, and schools and an expanding frontier. The book is illustrated with accurate and detailed drawings. World. 145 pp. $6.95. Ages 10-15.

The Attractive Universe: Gravity and the Shape of Space. Evans G. Valens and Berenice Abbott. Photographs by Berenice Abbott. Imaginative science writing and photos make this book of outstanding interest. World. 187 pp. $5.95. Ages 12-15.

Motors and Engines and How They Work. Harvey Weiss. The author demonstrates how things work with examples of water, wind, gravity, steam, electric motors, and jet and rocket engines. Crowell. 62 pp. $4.50. Ages 10-14.

World on a String: The Story of Kites. Jane H. Yolen. The history of kites from beginnings in China to the present day is offered, along with suggestions for flying them. World. 143 pp. $3.95. Ages 10-14. □

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AFTER ALL

Last month we discussed the part the individual NEA member plays in adoption of Association resolutions. This month we'll look at the effect of these resolutions on the teacher and his profession.

Since 1857, the NEA has profoundly influenced the course of American education. The distance between the schools of that day and today—in curriculum, methods, and democratic purpose—is in many ways a measure of the Association's contribution to the educational service. And much of the action the profession has taken over the years may be traced to the Association's stand on important issues, expressed through resolutions.

To cite a few illustrations: Resolutions have called for instructional changes; have insisted on the federal government's assuming a share of public school costs; have emphasized improvement of teacher welfare; have set standards for teacher preparation; have demanded recognition of education (through creation of Unesco) as an integral part of the United Nations.

Soon after the annual Representative Assembly meeting at which delegates make their wishes known, official units study the resolutions and set up action programs.

One unit may concentrate upon a single directive which has special significance for its own assignment. Another may assume less specialized responsibility in connection with many directives. (TODAY'S EDUCATION, for example, carries articles pushing forward concepts of numerous resolutions.) Or a temporary task force may be set up to focus on one particular goal.

California teacher Richard Porter will be interested to know that "his" resolution—setting a target date for the schools' part in national conversion to the metric system—falls into a combination of these categories.

NEA prepared a position paper and made an oral presentation at a national conference on the educational implications of "metrication" in October. This stimulated renewed interest and direct involvement on the part of many NEA affiliates and staff units—some of which prepared separate papers and made supporting presentations. This conference, sponsored by the U.S. Department of Commerce, surely will influence the report which the Secretary of Commerce must make to the Congress in 1971. Without the resolution, NEA would have had no official position to present and no basis for leadership in such a conference.

Congressional granting of the ballot to 18-year-olds is an illustration of a triumph of an Association principle after years of setbacks. A tremendous force behind this legislative victory was the Student NEA, which, through the NEA-financed "Project 18," entered the legislative arena at state and national levels.

Now NEA and SNEA, as part of the Youth Franchise Coalition (which they helped create), and several other organizations are submitting a friend of the court brief in the suit testing the constitutionality of Title III of the federal Voting Rights Act of 1970 that provides for 18-year-old suffrage. If the Supreme Court upholds the statute, 11 million youths will be enfranchised as of January 1, 1971. In this event, Project 18 and the Coalition will concentrate on registration and political education of young voters.

The harp of Association influence has many strings. We have not been able here to sound the full crescendo, but perhaps we've given you some hint of the melody. After all, it's *your* music.

The Voucher Plan

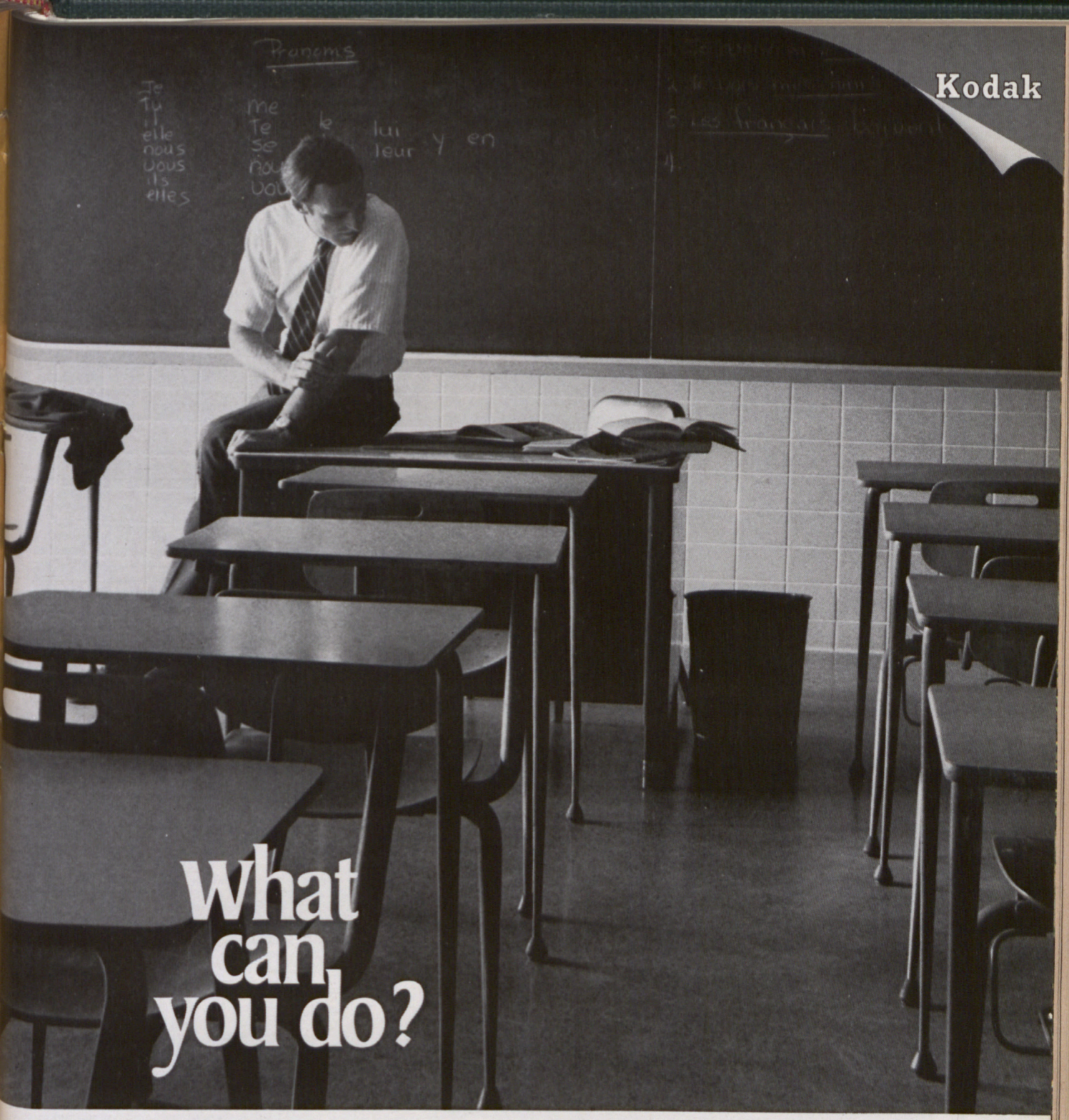
☐ **The NEA believes that the so-called voucher plan under which** education is financed by federal or state grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system. The Association urges the enactment of federal and state legislation prohibiting the establishment of such plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation.

So states Resolution 70-13, passed by the NEA Representative Assembly at San Francisco this past summer. A type of voucher plan, to which the resolution refers, is being funded as an experiment by the Office of Economic Opportunity. It would permit school boards or other agencies (if boards refuse) to pay money directly to parents, who would then select a school, public or private, for their children.

OEO funds ($6 to $8 million per year for the next five to eight years) would pay only for administrative and transportation costs. Thus the proposal, as designed, would reduce funds available for public education by requiring public school funds to be used to pay for vouchers to nonpublic schools, even those designed for profit-making purposes.

The NEA has strong reservations about the element of hucksterism which nonpublic schools may pursue to attract parents. The Association also fears that restrictions included in the OEO proposal prohibiting segregation or support of religious instruction would not characterize other voucher plans which might be devised in the wake of the OEO experiment. The Association reminds the profession that voucher systems, in various forms, have been proposed over the years—and attempted in some states—as a way to circumvent the Supreme Court decision on school desegregation.

At a hearing before the Senate Appropriations Subcommittee on Departments of Labor and Health, Education, and Welfare and Related Agencies, NEA's Assistant Executive Secretary of Government Relations and Citizenship urged that the appropriations bill prohibit expenditure of OEO funds for an educational voucher plan. "We object," he said, "to OEO's entering the education sector in defiance of the intent of Congress. We object to OEO's apparent intent to remove education from the public sector by involving the profit makers whose motivation is not in the interests of children but of themselves. We urge this Subcommittee to prevent OEO or any other government agency from launching into adventures in education of children without guidance from Congress."



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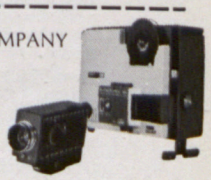

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Virtually every time that you spend money, whether at the supermarket, department store, drugstore, or gas station, you're being ROBBED! You're being duped, hoodwinked, and swindled out of the full value of your money by a combination of deceptive selling techniques that include Madison Avenue double-talk, mendacious salesmanship, and insidious labeling and packaging ploys. Senator Warren Magnuson, the most alert consumer watchdog in Congress, says that deceptive selling is today's "most serious form of theft, accounting for more dollars lost each year than robbery, larceny, auto thefts, embezzlement, and forgery combined." Sidney Margolius, the dean of American consumer writers, asserts that "Never in the 30 years I have been reporting on consumer problems has the public been as widely and steadily exploited as today." And Ralph Nader, the nation's most renowned champion of consumer rights, states that "Nowadays consumers are being manipulated and defrauded not just by marginal,fly-by-night hucksters, but by America's blue-chip business firms." In short, commercial flimflammery is rife throughout the nation and the American consumer is being victimized as never before. As a partial antidote to this widespread fraud and deception, an intrepid, authoritative, new publication has been launched. Its name is **Moneysworth.**

Moneysworth, as its name implies, aims to see that you get full value for the money you spend. It rates competitive products as to best buys (as among cameras, hi-fi's, automobiles, and the like); it offers tips on how to save money (they will *astound* you with their ingenuity); and it counsels you on the management of your personal finances (telling not only how to gain maximum return on your investments and savings, but also how to protect your money against the ravages of inflation). In short, **Moneysworth** is your own personal consumer crusader, trusted stockbroker, and chancellor of the exchequer–all in one.

Perhaps the best way to describe **Moneysworth** for you is to list the kinds of articles it prints:

Earn 12% on Your Savings (Fully Insured)

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Inaccurate Billing by the Phone Company

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"Consuming Fire"– **Moneysworth** takes aim at companies that are defrauding the public.

Unsafe at Any Height–A comparison of the safety records of America's airlines.

Free Land and Free Money from Uncle Sam

Stocks that Are on the Rebound

Send Your Child to College Abroad

The Moneysworth Co-operative–Details of a price-discount co-op (for purchasing typewriters, cameras, and the like) that **Moneysworth** subscribers automatically become members of.

How Much Are You Worth?–An amazingly simple chart gives you the answer in 60 seconds.

High-Priced Lemons– Mechanical failures on brand-new Imperials,Continentals, and Cadillacs.

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Critics' Consensus–A regular feature of **Moneysworth** in which the opinions of leading book, record, and film critics are tabulated.

"Unit-Pricing"–The most revolutionary development in food stores since trading stamps.

The Effect of Air Pollution on Potency

The Great Odometer Gyp–How rent-a-car companies take the American public for a $10-million-a-year ride.

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12 Ways to Put the Touch on Friends–And 12 ways to demur.

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$99 Fares to Europe

In sum, Moneysworth is a hip, trustworthy financial mentor. It reflects the quintessence of consumer sophistication.

In format, Moneysworth is a newsletter. It is designed for instantaneous communication and easy reference when you're shopping. It is published *fortnightly.* This ensures you that the information in Moneysworth will always be up-to-the-minute. Product ratings will appear precisely when you need them most (automobiles and sailboats will be rated in the spring, for example, and Christmas gifts and ski equipment in the fall.)

In style, **Moneysworth** is concise, pragmatic, and above all, useful. It is also completely forthright. **Moneysworth** does not hesitate to name brand names (whether to laud or lambaste them), to identify big corporations when they gouge the public, and to quote the actual prices and discounts that you are entitled to and should be getting. **Moneysworth** can afford to be this candid because *it carries no advertising whatsoever; it is beholden to no one but its readers.*

The editors of **Moneysworth** are a team of hard-nosed, experienced journalists. The editor-in-chief is Ralph Ginzburg, creator of the flamboyant magazines Fact, Eros, and Avant-Garde. Mr. Ginzburg was the first editor to provide a platform for Ralph Nader to express himself on the subject of automobile safety. **Moneysworth's** publisher is Frank R. Brady, generally regarded as one of the publishing industry's shrewdest financiers. Herb Lubalin, the world's foremost graphic designer, is **Moneysworth's** art director. Together, these men will produce the first–and only–consumer magazine with *charisma.*

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